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ABSTRACT

The Long Range Follow-Up Survey (LRFUS) of 85 former adult basic education participants in Cobell, Wayne, and Lincoln Counties in West Virginia, is in its second year. Of the original 85 subjects, 2 have died and 7 presently are out of contact with the director and 4 teacher counselors. Each teacher-counselor follows a specific group. Group I is comprised of 30 men who originally were enrolled in compulsory Title V and WIN programs. Groups II and III are comprised of 30 former volunteer students, mostly women, from Title III ABE classes. Group IV is comprised of 25 men who also were non-volunteer students assigned to a combination ABE and diesel mechanic class. The functional level of most of the subjects at the time of their involvement in ABE was Level III. The non-volunteer classes were offered in an urban setting, although the clients were drawn from rural and small-town, as well as urban backgrounds. One of the volunteer groups was in an isolated rural setting; the other in a small town. The LRFUS has two main objectives: (1) to follow a sample of ABE graduates for three years to assess the ABE program by the impact on and relevance to the economic, family, educational, and community lives of the ex-students; and (2) to provide a threeyear supportive program to reinforce the ABE experience. (For related documents, see AC 010 638 and 640.) (Author/DB)

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# STATE MODULE

# FINAL REPORT

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# DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 7

## LONG RANGE FOLLOW-UP OF ADULT EDUCATION PARTICIPANTS

## WEST VIRGINIA STATE MODULE

Richard Malcolm, Director

Date: September 30, 1970

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WEST VIRGINIA STATE MODULE

# A LONG RANGE FOLLOW-UP STUDY OF ADULT BASIC EDUCATION PARTICIPANTS


## Summary

The Long Range Follow-Up Survey (LRFUS) of eighty-five (85) former adult basic education participants in Cobell, Wayne, and Lincoln Counties in West Virginia, is in its second year. Of the original eighty-five (85) subjects, two (2) have died and seven (7) presently are out of contact with the director and four (4) teacher-counselors. Each teacher-counselor follows a specific group. Group I is comprised of thirty (30) men who originally were enrolled in compulsory Title V and WIN programs. Group IV is comprised of twenty-five (25) men who also were non-volunteer students assigned to a combination ABE and diesel mechanic class. Groups II and III are comprised of thirty (30) former volunteer students, mostly women, from Title III ABE classes. The functional level of most of the subjects at the time of their involvement in ABE was Level III. The non-volunteer classes were offered in an urban setting, although the clients were drawn from rural and small-town as well as urban backgrounds. One of the volunteer groups was in an isolated rural setting; the other in a small town.

The LRFUS has two main objectives:

(1) to follow a sample of ABE graduates for three years to assess the ABE program by the impact on and relevance to the economic, family, educational, and community lives of the exstudents,

(2) to provide a three-year supportive program to reinforce the ABE experience. The support program is somewhat analogous to an active alumni association.

In following the LRFUS subjects, the following questions were asked:

1. Did they get a job if unemployed?
2. If employed, did they get a better job?
3. Do they perform more effectively on the job?
4. Do they retain their jobs longer?
5. Has there been changes in their socio-economic level?
6. Has their attitude toward education changed?
7. Do they take more interest in the education of their children?
8. Are their children attending school more regularly?
9. Are their children achieving greater levels of success in school?
10. Do they themselves desire more information of an educational nature?
11. Can they be stimulated toward further educational goals?
12. Do they take a greater interest in community life?
13. Have those males who were on welfare become self-supporting?
14. Can we build better social relations by having social events and picnics throughout the period of the survey?
15. Can future ABE curricula be improved to better meet the needs of under-educated adults? How?

In supporting the LRFUS subjects, a combination of newsletters, get-togethers (picnics), and personal contacts by the LRFUS staff were used. The support program of the LRFUS has served a dual purpose by helping in the maintenance of contact with the subjects while giving them encouragement and other services.

It was found that a total of $430,000 annually was added to the economy by ABE for seventy-six (76) of the LRFUS subjects.

## INTRODUCTION

### The Issues

Can adult basic education graduates be followed-up? Can the efficacy of their ABE program in their economic, family, educational, and community lives be assessed? Do ABE graduates benefit from continuing contact with and support from their ABE staff and fellow students? These are the questions that the Long Range Follow-Up Survey (LRFUS) has attacked.

Adult basic education in the United States has grown like Topsy in the last half decade. Many attempts have been made to evaluate individual and state programs, but the assumptions underlying the data gathering and the judgments of those evaluations necessarily have been based on quite another kind of educational endeavor--the elementary and secondary school. The unspoken goal of adult basic education is the mastery of skills that will change the life style of disadvantaged adults and their families. The evaulation of ABE generally has been based on other considerations somewhat remote from this goal such as standardized tests. One possible method of determining whether there is an impact from ABE on life style and what that impact is is the long-range follow-up study. Changes that occur coincident with involvement in ABE, (or changes deemed desirable that do not occur), can be considered along side specific goals of ABE in order to detect areas of irrelevance to the life of the ABE client.

One area of concern in the attempt to change the life styles of adults is the short time spent in ABE with the consequent lack of sufficient reinforcement of skills in the cognitive, and more particularly in the affective, realms. In addition to a long-range follow-up study, the AABEDC West Virginia module has developed a mechanism of support in an attempt to reinforce the influence of ABE on graduates' levels over time.

It is assumed that all ABE personnel--staff and students--have an interest in the productivity of their endeavor. Many ABE staff members with a background of educational experience in the structure of kindergarten through high school education have not approached the determination of success through the considerations of usefulness in daily living, but rather through the use of standardized measures of growth of basic skills. The long-range follow-up study is an ambitious attempt to view the outcome of the larger ABE curriculum, the impact of the growth of basic skills, and the assimilation of information from the content of materials used to develop those skills, as well as attitude change. All agencies concerned with service to the disadvantaged are interested in these outcomes to some extent. To accomplish the study, the LRFUS staff has depended upon some of these agencies for data.

Several short range follow-up studies of the impact of job training on job-getting and job-holding power have been conducted, but few studies, if any, have been found to have been conducted over time on adult basic education.

## OBJECTIVES

### Objective 1

To plan, develop, and conduct a systematic approach to the three-year follow-up study of adult basic education graduates.

### Methodology

Since September, 1968 the LRFUS staff has worked to develop and maintain contact with eighty-five volunteer and non-volunteer ABE students. Initial contact with the subjects was made while they were still enrolled in the ABE program to create enthusiasm and willingness to participate over time. The subjects were broken into four groups, each followed by an ABE teacher-counselor.

### Findings

It has been found that it is possible to enlist the cooperation of ABE students in long term follow-up activities. There has been some change in teacher-counselor personnel, but this has not seemed to have the clear negative effects on the study that might be expected. Two young men in the sample have died of cancer, and an additional seven are out of contact, at least temporarily, but considering the often cited inability of the lower economic classes, contact with seventy-six (76) subjects over a two-year period can be claimed as high success.

### Objective 2

To serve as a source of continuous data which can be utilized for future adult basic education program development.

Methodology

To date, most of the data collected in the LRFUS have been in the form of case studies. Ideally, to accomplish this objective, the LRFUS subjects would be compared with a matched control group that did not participate in ABE. An assumption has been made, however, that there is a difference between those individuals selected or selecting to become involved in ABE and those who were selected or did not select to become involved that precludes matching. In addition, the problems involved in collecting the necessary data from the Appalachian individual with his strong sense of privacy and fierce anti-authoritarianism who had not had the ABE contact seemed insurmountable. Therefore, the collection of data on such a control group has not been attempted.

Findings

Although the case-study approach lends itself to a certain diffusiveness in data collection, some weaknesses in the organization of ABE as experienced by LRFUS subjects have been delineated in the LRFUS. In most of the questionnaires received, it was indicated that a job placement specialist, who would actually get jobs for the participants and not just counsel them, is desperately needed. After this was reported to the West Virginia State ABE Director, he made plans to start the state machinery in motion to accomplish this, due in some large measure to the findings of the LRFUS. In the near future counselors and job placement specialists should be incorporated into the local adult basic education programs and adult learning centers in West Virginia.

It has also been found that a better system of recruitment is advisable because many of the volunteer participants in the LRFUS had not heard about adult basic education and would have availed themselves at a much earlier date had they known about it. At the present time the West Virginia adult basic education program is developing staff positions for trained paid recruiters.

Presently in a six county area, including Huntington and Charleston, approximately 1,500 adults are attending ABE classes. In receiving quarterly reports from the LRFUS participants, it was found that many are seeking training in vocational, technical, and higher education. Unfortunately, job placement and/or quick articulation with further training after finishing ABE is practically nonexistent to this point.

If adult basic education could cooperate with the local county boards of education to provide coupled classes of vocational education with ABE, students who are involved or have finished their program and who would like to enter business or commercial fields, such as the operation of business machines, typing (beginning and advanced), bookkeeping, or fields such as food preparation, food handling, restaurant work, custodial work, or other related, much needed, work fields, ABE would have an even bigger impact through immediate use of skills. Instead of waiting until twenty to twenty-five people can get themselves together and demand a class, the job placement specialist mentioned above could be working with ABE adults to set up classes for these groups as they are needed. It would be the specialist's job to find what positions are available and match the ABE student to the classes that are needed.

Other areas that have been discovered are the importance of training in the use of the public library as a source of information and continuing education; the need for further training in nutrition for both men and women; and the importance of training in the pitfalls of installment buying in order to prevent job loss through garnishment of wages. In addition to information about the impact of ABE, the LRFUS has had an unexpected impact on the LRFUS ABE teacher-counselors themselves. They report that the understandings achieved through the collection of these data have radically changed their classroom practices.

Objective 3

To provide a model system of follow-up.

Findings

This objective will be reported in full at the close of the project. A tentative chronological guideline follows:

A. Explanation of the importance of follow-up work to ABE and future ABE students should be accomplished while the subjects are still ABE students. It is recommended that their ABE staff comprise the follow-up staff.

B. After an expression of willingness to cooperate, practice should be given under teacher supervision in the filling out of the type of questionnaires to be used in the follow-up. At this time baseline information on economic, family, and community life should be collected.

C. Development of a group identity can begin through informal social get-togethers before the group separates through program-learning.

D. Prompt counseling support of students immediately after graduation must be given to develop faith in the follow-up staff.

E. The first questionnaire (with stamped, self-addressed return envelope) should be mailed very soon after graduation.

F. Quarterly questionnaires should be collected throughout the project. Information from the questionnaires should be shared with the subjects through quarterly newsletters.

G. At the end of each second quarter, a get-together is suggested (each LRFUS group has had at least two picnics each year).

H. At the end of the first year, case studies of the school achievement, attendance, and attitudes of subjects' children can be done.

I. Continual information, materials, pamphlets, bulletins, sent to subjects will keep them reading.

J. At the end of the second year, collection of data on changes in economic, family, and community life should begin to be collected.

It should be noted that the LRFUS has been accomplished with the assignment of only two man-days per teacher-counselor per month to this task.

It is recommended that a consultant with some sophistication in collecting and handling data be available to the follow-up staff.

Objective 4

To incorporate into comparative programs of adult basic education the potential capability and intent of conducting a long-range follow-up study of adult basic education students.

Methodology

Since this is a demonstration project designed to produce recommendations for on-going ABE, an attempt was made to consider the problems of a follow-up study with different groups by using four separate and somewhat different groups (urban-rural, volunteer-non-volunteer, male-female).

Findings

There has been a differential response to the follow-up study across the groups. The urban, male, non-volunteer group which was not coupled with truly saleable job training has proven the hardest to follow.

Objective 5

To determine what kinds of behavioral changes and to what extent behavioral changes occur in the adult basic education student as a result of their participation in the adult basic education program.

A. To investigate the effect on self-esteem and self confidence.

Methodology

This sub-objective has been accomplished mostly through case studies. The following case study is an example.

I would like first to describe Mrs. O.B.S. as she was when she entered the ABE class. She was a very shy, withdrawn, quiet person. She didn't want to have anything to do with any of the other students. She not only was like this in the classroom, but she was this type of person in her relationship with her

neighbors. If she was going down the street she would go another direction to prevent a conversation with someone else. She was always afraid that someone would ask her a question that she could not answer.

In September of 1968 we organized an ABE class in her neighborhood. She, of all people that I least expected to come to school, was sure enough there. She wanted to study for the GED test. She told me that she would not have come to school if it wasn't that she knew me all of my life and she knew I would not tell anyone about what her grades were in school. I had her confidence before she came to the center or I don't think I would have made it with her. She came every night of class except the ones that we were expecting visitors, especially the ABE area supervisor. She continued to study and make progress, so last September she took her test and made a high enough score to enter college.

After getting her diploma she became a changed woman. She goes up and down the streets talking to people. She has learned to drive a car and got her license. She is no longer a person that stays locked in her house, but she is an active worker in the community and the church. She told me that the high school diploma gave her a lot of confidence in herself. I do believe that the ABE program has been very successful with this student.

B. To investigate the effect of ABE on attitudes toward education.

Methodology

This sub-objective is to be fulfilled through an investigation of (1) further training in which the LRFUS students have been involved; (2) aspirations for further training; and (3) changes in their children's school habits which may indicate a change in parental attitude.

Findings

(1) All but two of the LRFUS subjects have passed the GED. The other two are still preparing to take it. Data on other training activities have not been systematically collected as yet.

(2) Data on aspirations for further training will be collected in March, 1970.

(3) Change in their off-springs' school habits is reported below under Objective 5E.

C. To investigate the effect of ABE on attitudes toward work.

Methodology

Jobs, job-holding, job satisfaction, willingness to relocate for job-seeking, as well as change in economic status are to be examined through questionnaire data.

Appendix 1 presents the status in employment of seventy-six (76) subjects in 1969. Fifty-nine (59) were working full-time; two (2) were working part-time; two (2) were in training, eight (8) were housewives, and five (5) were not working, four (4) seeking employment; one (1) unable to work because of a back injury).

Length of time in jobs since graduation from ABE, including

reasons for job changes also will be explored in the March, 1970 questionnaire.

It should be noted in Appendix 1 that while ABE and job training have given some impetus to the geographic inability which often seems necessary for an area with few job openings, this move was not necessarily permanent for our space-conscious, land-loving, kinship-oriented Appalachians. Out of fourteen (14) moving, six (6) have returned although job opportunities are fewer and poorer. See Appendix 2 for "ABE success stories" concerning jobs, further education, and reported gain in self-confidence.

D. To investigate the effect of ABE on community relationships.

Methodology

To this point data on changes in community relationship have been collected through case studies, such as the following about K.B. The March, 1970 questionnaire will explore these relationships in more depth.

One of the most colorful persons in my follow-up survey group is a lady named K.B. She is not considered a success story for the fact that she has gotten a new job nor received any monetary rewards by getting her GED. K.B. did not want a job when she decided to attend ABE nor does she now seek employment. She came to ABE to "prove to these people that I can get a diploma." She did prove it to her neighbors but most of all she proved it to herself and has become a more self-assured and active person.

K.B. is 39 years old and comes for a rural farm-type community. She lives "down a 'holler'" and uses the mountain dialect to prove it. K.B. only reached the 8th grade in school and said that she quit because her "parents didn't realize the value of education." She now has two children of her own.

In June, 1968 K.B. and a friend first came to the Milton ABE class. At first they seemed to be coming for a joke and didn't really think they would be able to get a diploma. K. made the statement many times that she was "too dumb" and that she would never pass her test. She had to be encouraged a great deal. She seemed to really enjoy the class and was most eager to learn and participate in classroom activity. Her attendance was perfect which is commendable considering the distance she traveled. In November, 1968 K.B. passed her GED exam, much to her own surprise. During the math section of her test, the area in which she was most insecure, she even constructed a paper model on the floor of the exam room in order to answer one of the problems.

K.B.'s success does not end with earning her GED but this event marked the beginning of new interests for her. She has become very active in the PTA of her local elementary school even though her children are older than elementary age. She also volunteered to help with the special levy election and served as an election official in her community. Her most noticeable activity is in politics. K.B. is very out spoken as to her favorite candidate and does all she can to get him elected. She and her daughter recently held a rally in their community for a candidate to the state senate. She has also written many letters to political candidates as well as those in office.

Although we often measure success in a better job or more money, K.B. is an example of an important aspect of ABE. She is still a housewife but she now is more self-assured, has a better attitude toward the educational process, and is more community minded--and she does something about it.

E. To investigate the effect of ABE on family relationships.

Methodology

The main data gathering for this objective has concerned the change in children's school status coincident with their parents' involvement in ABE. Twenty-three (23) case studies of school achievement, absenteeism, and school behavior were gathered through school records and interviews with teachers, principals, superintendents, and attendance department personnel. It should be noted that there was only one case in which the school did not cooperate.

Findings

Appendix 3 includes the twenty-three (23) case studies of LRFUS subjects' children still attending public schools. Eight (8) out of ten (10) of these children have definitely experienced attitudinal and behavioral changes as well as achieving at higher rates since their parents have become involved in adult basic education. This seems an excellent way of breaking the poverty cycle and helping the future generations to become achievers instead of more names on future welfare rolls.

It should be noted, however, that several of the children's teachers are quoted as saying that one or another of the children

is "a quiet, polite student," "a nice quiet girl," etc. These case studies cannot be accepted uncritically. To say that a non-verbal mountain child is "nice" or polite" or "quiet" may be a negative. The child reported as "show-offy" may (but not necessarily, of course) be evidencing the greatest parental influence toward cognitive growth as opposed to the child who follows the mountain cultural style of silence.

Objective 6

To provide an opportunity for former adult basic education students to evaluate the relevance and usefulness of adult basic education to their daily lives.

Methodology

Letters discussing ABE, such as Mrs. R.N.'s, were solicited, as well as case studies such as C.L.'s concerning library usage. Further data will be collected in the March, 1970 questionnaire.

Findings

Following are a letter from Mrs. Stephens, Group IV teacher-counselor with a reply from Mrs. R.N. and a case study of one item in the ABE curriculum--the use of the public library. (The newspaper article concerning P.C. and case studies of B.J., C.B., and C.L. found in Appendix 2 contain some further student evaluations of ABE.)

Dear Mrs. N.,

I'm sorry that you, Mr. N., and your family could not make it to our picnic last week. It turned out to be a lovely day and we had a great time getting together again.

Mr. Malcolm was telling me that you began attending an adult education class and you are certainly in line for congratulations on such a fine GED score. I'll bet you never expected to do so well when you first started.

Those of us working on the follow-up survey (which includes the class Mr. N. was in) are always interested in our past students and their families. We report directly to Morehead University anything of interest that pertains to adult education. We are always curious as to what has prompted a person to go back to school and I wonder if you could take the time to drop me a few lines and give me this information? I'd like to know any and all reasons for your going back to school, what helped you the most in ABE, how long you attended ABE, what plans you might have for the future as far as education is concerned, and anything else you might consider of interest to us.

Thank you--give my regards to Mr. N.

Sincerely,

s/Elaine Stephens

July 2, 1970
Wayne, W. Va.

Dear Mrs. Stevens

I have just read your letter and want first of all to thank you for your interest. Yes, I was surprised and also pleased when I learned my score on the G.E.D. test.

As for the length of time I attended classes, I started in November and took my test the first part of June. Due to sickness

in the family of the people I rode with, I only attended about half the time.

I have always wanted to finish High School. I quit school because of my eyes after starting in the tenth G. It seems that this was the first chance I had to finish school. I had transportation. I felt I could safely leave my children and could work at my own speed so as to save eye strain as my husband was away I also had free time and could think of no better way to spend it than doing something I had always wanted to do for my personal satisfaction. I have no plans for further education.

My youngest child is enrolled in headstart and I am working as a teacher's aid. I will have four children in school this fall and so I imagine that will keep me pretty busy.

Sincerely,

s/R.N.

C. L. related the following case study story about his present job. A man came around one day and was watching him work. He told C.L. to go ahead with his work--that he was doing a time motion study. None of the thirty working men knew what he was doing. Instead of getting frustrated over this, C.L. went to the library to find out what a time motion study was all about. He got three books on the subject and sat down for two hours of reading. The next day at work the men began to ask if anyone had found out about time motion study. Before the day was over, C.L. had explained to all the men about the study. The ABE library experience earlier

had given this student some tools to find out about this study in which he was involved. The men at work are now calling him professor.

C.L. has expressed gratitude for his ABE experience and its favorable influence on his ability to obtain a job and enjoy more mobility on the job. He has stated that the skills learned in the classroom were a definite asset to him on the new job.

The public library is one of the most available institutions of continuing education for the former ABE student. Instruction in the use of the public library may be a central rather than an incidental concern of ABE.

Objective 7

To assist adult basic education students in making their transition into the main stream of society by continuing guidance, motivation, and encouragement through follow-up contacts after they have left the formal adult basic education program.

Methodology

ABE students were asked to cooperate in a follow-up before their graduation from ABE. Two times a year the LRFUS director and teacher-counselors have sponsored get-togethers. News excerpted from the quarterly questionnaires have been shared with group members through quarterly newsletters. LRFUS subjects have been helped with job and other problems on request. In the last year of the study, a control group of ABE graduates who have not had the benefit of support activities will be compared to the LRFUS subjects.

Findings

Appendix 4 includes the latest newsletters from each of the four groups. Appendix 5 includes reports of the latest get-togethers. Because of geographic inability, not everyone can come to these picnics, and occassionally not all of those who say they will come actually do. However, the comments of the teacher-counselors uphold the notion that the get-togethers are supportive to the individuals involved as well as to the long-range follow-up survey.

Appendix 6 includes the reports of the four (4) teacher-counselors for the 1969 year. Much of their comments are concerned with support efforts.

A. To keep participants informed about new education and training opportunities.

Methodology

The LRFUS director and teacher-counselors have sought out education and training opportunities and have kept LRFUS subjects informed collectively and individually.

In November the teacher-counselors in the four groups of the LRFUS included in their newsletter an article which described the services available at the new Cabell County Adult Learning Center. They encouraged all members of the LRFUS group to enroll at the new center (if possible) in order to further raise their educational level. At the present time three adults from this group are attending regularly. They are also proving to be fine recruiters for this center. This, we realize, reveals progress brought about by our LRFUS to stimulate further educational activities.

B. To encourage participants to use what they have learned by supplying them reading materials which might be of interest to them.

Methodology

A few materials have been sent out.

Findings

As noted in Appendix 6, Group IV report, a mimeographed leaflet concerning the value of improving one's educational level, and a word list for personal testing were sent out. Plans were made to send LRFUS subjects pocket dictionaries inscribed with their names.

This objective has not been satisfactorily accomplished as yet. Most of the materials sent out have been of an instructional rather than of an informational nature. It is conceivable that this is not an appropriate objective and should not be included in the follow-up model, although it is supportive. Finding out what the LRFUS subjects <u>are</u> reading, rather than sending reading materials may be more important in a follow-up study which hopefully will lead to curriculum adjustment.

C. To assist participants in problem solving which may arise in relation to their work or future.

Methodology and Findings

See the group leaders' reports, Appendix 6, for some activity. Further delineation of the meeting of this objective will occur in the final report.

Objective 8

To provide an opportunity to collect necessary data for cost effectiveness analyses of adult basic education.

Methodology

Data on pre-ABE welfare payments or income levels were collected on LRFUS subjects. Data on incomes was collected again near the end of the second year post-ABE.

Findings

Adding (1) the welfare payments of those who drew welfare payments prior to ABE involvement to (2) their present incomes and to (3) the positive changes in income of those not originally on welfare, and (4) subtracting the welfare payments of those two LRFUS subjects who still draw welfare, it was found that for the seventy-six (76) LRFUS subjects from whom we could gather this data, ABE added $440,000 annually to the economy. Appendix 7 contains the data from which this sum was extropolated. A costing of the ABE program in relation to the $440,000 figure will be attempted in the final report.

## COMPONENTS

### Outreach

Recruiting for this follow-up study was accomplished through ABE classes.

Retention in the LRFUS has been only a slight problem. Those who have done less well since ABE graduation have been somewhat less cooperative. This introduces a self-selective factor that must be noted in considering the positive results of ABE on this group.

### Diagnosis

Does not pertain to this study.

### Manpower

Four former adult basic education teachers were selected as teacher-counselors and the group of eighty-five (85) was divided into four (4) follow-up groups. Group I, a non-volunteer group, began with Mrs. J.A.H. as teacher-counselor and presently has Mr. J.P. as the teacher-counselor. Mr. Perkins took over when Mrs. H. returned full-time to finish her graduate work. Group I is composed of the original group of twenty (20) men from the high school equivalency accelerated adult basic education class based at Huntington East High School. This was a Title V welfare group.

Group II is composed of fifteen (15) volunteer students in Cabell County. Mr. R. C., elementary school principal and former

adult basic education teacher in the Milton ABE center, is in charge of this group.

Group III is composed of fifteen (15) volunteer students in Lincoln County. Mr. F.C., elementary principal and adult basic education teacher, is teacher-counselor for this group.

Group IV is composed of twenty-five (25) adults of the former ABE-related vocational deisel mechanics class. These men came from twelve (12) counties located in southern West Virginia. Mrs. E.S., their former ABE teacher, is Group IV teacher-counselor. Group IV participants are former Title V and Employment Security WIN welfare enrollees.

The five teachers, which include Mr. P., the leader of Group I, were extremely interested in the Long Range Follow-Up Survey. They, along with their project director and secretary, worked many months without compensation, in order to set up and make the West Virginia Module of Long-Range Follow-Up Survey a reality.

Materials

The materials sent to the LRFUS participants were:

1. A leaflet on the new adult learning center located in Huntington.

2. ABE leaflets, giving locations of ABE classes and other information; these were to be passed out to friends or relatives that might be interested in completing their education.

3. Another mimeographed leaflet concerning the value of improving one's educational level.

4. A word list to be used for personal testing.

Methods

Short questionnaires, get-togethers, and newsletters seem to be adequate methods of collecting data from and helping to maintain contact with follow-up subjects.

Counseling

The various kinds of counseling services which the LRFUS staff have performed are discussed throughout the report. See, particularly, Appendix 6.

## APPENDIX 1

## EMPLOYMENT STATUS AFTER ABE

Group I

| Name | Employed | Better Job | Relocated | Why Not Employed |
|---|---|---|---|---|
| H.A. | yes | yes | | |
| C.B. | yes | yes | Back to Huntington from Virginia | |
| B.C. | yes | yes | | |
| H.C. | yes | yes | | |
| B.D. | Part-time | ? | | |
| L.D. | yes | yes | | |
| R.D. | yes | yes | To Delta, Ohio | |
| B.D. | yes | yes | | |
| G.H. | yes | yes | | |
| D.H. | yes | yes | | |
| C.H. | yes | yes | | |
| J.W.H. | yes | yes | | Can't find a job |
| E.P.H. | no ADCU | -- | | Not employed for about 2 years |
| W.H. | yes | yes | | Seeking employment |
| S.J. | yes | yes | | |
| C.L. | yes | yes | To Detroit, Michigan | |
| J.L. | Moved - Follow up | | To Florida | |
| E.L. | yes | yes | | |
| J.A.M. | no ADCU | -- | | Back injury |
| A.M. | yes | yes | | |
| T.H.M. | yes | yes | | |
| V.M. | yes | yes | | |
| A.N. | yes | yes | To Rillman, Ohio | |
| E.L.P. | yes | yes | | |
| B.D.S. | Can't Locate | Follow up | | |
| W.T. | yes | | Back to Huntington from Ohio | |
| W.T. | no | -- | Back to Huntington from Ohio | Lost job at ACF Industry |
| B.D.W. | yes | yes | | Seeking employment |

Appendix 1 (Continued)

Group II

| Name | Employed | Better Job | Relocated | Why Not Employed |
|---|---|---|---|---|
| M.A. | no | -- | | Housewife |
| C.B. | yes | yes | | |
| S.B. | yes | no | To Bristol, Virginia | |
| K.B. | no | | | Housewife |
| P.C. | yes | yes | | |
| J.F. | yes | no | | |
| W.G. | yes | yes | | |
| D.G. | yes | yes | | |
| R.H. | yes | no | | |
| R.K. | yes | no | | |
| S.L. | Part-time | no | | Housewife |
| P.M. | no | | | Illegitimate Child |
| C.P. | yes | no | | |
| E.P. | no | | | Housewife |

Appendix 1 (Continued)

Group III

| Name | Employed | Better Job | Relocated | Why Not Employed |
|---|---|---|---|---|
| D.B. | yes | no | | |
| J.B. | yes | no (Was not empl.) | | |
| A.B. | yes | no (Was not empl.) | | |
| J.C. | yes | no | | |
| M.D. | no | | | Housewife |
| M.D. | yes | no (Was not empl.) | | |
| Z.D. | yes | no | | |
| I.H. | no | | | Housewife |
| B.J. | yes | no (Was not empl.) | | |
| H.K. | no | | | In training |
| O.P. | no | | | Seeking employment |
| M.R. | yes | yes | | |
| C.S. | yes | no | | |
| O.S. | no | | | Housewife |
| P.Y. | no | | | Housewife |

Appendix 1 (Continued)

Group IV

| Name | Employed | Better Job | Relocated | Why Not Employed |
|---|---|---|---|---|
| R.A. | yes | no | no | |
| P.B. | yes | no | no | |
| A.B. | yes | no | no | |
| N.C. | no | | no | |
| P.C. | yes | no | yes | |
| H.F. | yes | yes | yes & returned | |
| A.H. | yes | no | no | |
| H.H. | yes | no | yes | |
| J.H. | yes | no | no | |
| W.H. | yes | no | no | |
| C.L. | yes | yes | yes & returned | |
| T.L. | yes | no | no | |
| W.M. | yes | yes | yes & returned | |
| W.M. | yes | no | no | |
| K.N. | yes | no | no | |
| A.N. | yes | no | yes | |
| D.P. | yes | yes | no | |
| G.S. | Drafted | | | |
| G.S. | yes | no | no | |
| J.R. | Service | | | |
| R.R. | yes | no | no | |

# Success Story: From 30 Months On Welfare To $3-An-Hour Job

By LLOYD D. LEWIS

Paul Douglas Combs, 27, of 23 W. 3rd Ave. has a wife and four children, an eighth grade education — and a bright future.

Mr Combs, formerly of rural Wayne County, spent two and a half years on welfare because he could not commute to Huntington where employment was available.

He learned of the State Department of Employment Security's Work Incentive (WIN) program — and it changed his life. After successfully completing vocational training in diesel mechanics a year ago under WIN, Mr. Combs is now engaged in 43 weeks of on-the-job training at a service station in West Huntington.

He is working as the station's auto mechanic and applies his diesel mechanics knowledge to any business in this line his employer can develop.

The WIN program, which provides Mr. Combs' tools and uniforms, also pays part of his wages with his boss adding enough to make his wages $3 an hour. This, according to WIN spokesmen, is "an exceptionally good salary for one of our job trainees."

The money was enough to enable Mr. Combs to relocate his family and he says he plans to continue working at the service station after his training is over.

Mr. Combs is one of 16 men participating in the Wayne County WIN job training program and his supervisors call his "a real success story."

How does Mr. Combs himself react?

"This is a real good program," he says. And his smile says he means it.

Appendix 2 (Continued)

Group IV

A. H. completed the ninth grade in Logan, West Virginia. He had a variety of odd jobs at this time, married, but soon found himself on welfare when these poorly paying jobs could not support his growing family. Through the welfare office he was considered a good candidate for the new diesel mechanics school under the Manpower Development Training Act.

In June, 1968 A.H. moved his family to Huntington and entered training. He attended an Adult Basic Education class for two hours each day, five days a week, and had six hours of diesel mechanics instruction.

A. H. had an excellent attendance record while attending school and proved to be an interested and eager student. Besides attending school eight hours a day he operated his own auto repair shop on the side to supplement his income.

In April, 1969, the GED was administered to the class and A. H. had an overall score of 45.4. He also received his diesel mechanics certificate and secured employment with the State Road Commission before school ended. When the now Adult Learning Center opened in Huntington in January, A. H. was one of the first to participate. He found out about the center through a brochure sent in connection with our long-range follow-up survey. He has participated in the Appalachian Adult Basic Education Developmental Center's three year survey. Some of the purposes of this study are to maintain contact with approximately eighty-five former ABE students and determine if their recent education has created new

opportunities in careers and if changes have taken place in their attitudes and those of their children.

Now, at the age of twenty-four, A. H. is finally on his feet and is still interested in learning and furthering his education.

Appendix 2 (Continued)

Group I

A.M., Age 44

There are eleven children in this family. A.M. had been a coal miner, but was not employed upon entering ABE. He wanted to improve his 8th grade education. This schooling began in the Lincoln County Cannery, Adult Basic Education Center under Title V Welfare. A.M. transferred to the first Accelerated Huntington East High School Class under Title V in June, 1968. In August of 1968 he completed the GED with a score of 43.4 which is college eligibility. A month later A.M. entered a training program under WIN for social worker aid. In January, 1969 he was employed in above position in Lincoln County. Today, A.M. is an Employment Aid 11, West Virginia Department Employment Security-Aide for WIN Team Lincoln County-Councilor Aide and Manpower Specialist for ABE.

A.M. has proved to be a top Social Worker Aide in the WIN program in Lincoln County. He is an inspiration and encouragement to the new enrollees because of his own story of success. He is quite happy in his position.

Appendix 2 (Continued)

Group III

B.J., age 42, of McCorkle, a small community in Lincoln County. B.J. came to the ABE class at the McCorkle Elementary to study for the GED test. She was a very well educated student in the areas of English and literature. She had some difficulty with mathematics and science. She came to us in need of a job. Her husband was a disabled miner and he was unable to get work and was having trouble getting his Social Security and other miner's benefits approved. Their income was so small that they were almost unable to send their three children to school. She studied very hard and worked very well with the other students. She enjoyed going to school very much. She told me that school took her mind off a lot of her troubles. She studied for about one year and six months before she took her GED test. She took the test in October of 1968 and made an overall average of 57.7, which was a very high score. In fact it is the highest of the 81 that have studied in my classes and passed the GED test.

After B.J. took the test and got her high school equivalency diploma she was able to get a job with the OEO program as a food stamp distributer. She was then able to supply the very needed income that her family needed.

I feel as B.J. does that the ABE program has given her another chance in life through getting her high school diploma and enabling her to get a job. This job not only gave her an income, but it also gave this wonderful woman a chance to do a lot of the things in life that she has always had a desire to do.

After completion of the GED test, B.J. continued to come to the night classes at McCorkle until the class there was closed.

Appendix 2 (Continued)

Group II

C.B. was one of our most industrious students and has advanced the farthest job-wise of any of the participants in our follow-up. He not only now has a better position but also has a bright future for further advancement.

C.B. first came to the Milton ABE class in June, 1968 and was then 29 years of age. He had a 10th grade education but had to have a diploma in order to advance in his job at True Temper Corporation in Charleston. He proved to be an excellent student with good attendance. He earned his GED in October, 1968.

As a result of his schooling, C.B. became an apprentice tool and die maker. This is a training program for True Temper in which C.B. must complete a total of 144 training hours per year over a five year period. He is working in the areas of math, blueprinting, engineering and algebra. C.B. has been receiving periodic pay raises and is now earning "class A" pay. He also tells us that this apprenticeship program will eventually lead to a supervisory job. The ABE experience was also a help to C.B. in his extra duty as auditor for the Credit Union at his plant.

ABE class really awakened this man's interest in his job and in learning. He plans to attend ABE classes this fall to work on his English usage even though he has gotten his GED. C.B. is very enthused about ABE and is very grateful for the help he has been given. He wrote in his comments about ABE: "If it wasn't for the ABE program, I wouldn't have the job that I now have."

Appendix 2 (Continued)

Group I

C.L., Age 27

There are seven children in this family. Before entering ABE, C.L.'s work experiences included labor jobs, drill press, and working with machines. He was not employed and wanted to improve his 8th grade education. This began at the Coal Branch ABE Center Title V-Big Harts Creek-Lincoln, County. C.L. transferred to the first Accelerated Huntington East High School Class under Title V in June, 1968. The teachers described him as being a bit reticent at first, but made many contributions to the class later on. The class went on several field trips to the galleries, libraries, and industries in the Huntington area to give the student occupational and culture experiences.

C.L. has moved to Detroit, Michigan, and is happily employed with a machine manufacturing concern. He is working for Dugan Mashing Device as a rubber molder and machine operator.

The LRFUS director asked if ABE helped in obtaining this job. C.L. responded, "I would not have been hired without the GED."

Did ABE help you on the job? C.L. replied, "I'm not so frustrated in work now nor afraid to ask questions." He was enjoying work better now that he wasn't so frustrated and because of the background obtained from ABE experiences.

APPENDIX 3

CASE STUDIES OF SCHOOL BEHAVIOR OF
CHILDREN OF LRFUS SUBJECTS

**Group IV**

NAME - C.A.

A. Identifying data

1. sex-female
2. birthdate - 1958
3. grade completed - fifth
4. schools attended - Ceredo Elementary
5. ABE parent - R.R.A., Group IV
6. other children - at least 11 other children, but record may not be complete

B. Tests

1. I Q - 88
2. Mental Maturity (sixth grade) showed a 4.7 grade equivalency

C. Attendance

1. Days absent last year were 0, in comparison with an average of three previously.

D. Grades

1. Grades in 1-5 were C's and D's and this year have declined to D's and F's.

E. Sources of information

1. Principal - Mrs. M.R.
2. Sixth grade teacher - Mrs. B.
3. Permanent record card

F. Educational achievement and personality record

Mrs. B. described C. as an endearing child, despite her poor school record. A statement made to Mrs. B. by C. seems to sum up her attitude about her life and the future--"I just wish we didn't have holidays like Christmas and Easter." I think this indicates she would rather be in school than face a time that is not as pleasant for her as it is for others.

Past records show that C. has done her work poorly and shows a difficulty to arouse interest. She fights with other children and is subject to emotional outbursts. The principal stressed that she always shows fatigue, is not a healthy child, but has recently strived to improve her appearance.

C.A. (Continued)

C. was retained in the third grade, but it is generally felt that she is working close to the best of her ability. She demonstrates a talent for art.

Appendix 3 (Continued)

Group IV

NAME - D.C.A.

A. Identifying data

1. sex-female
2. birthdate - February 23, 1953
3. grade completed - ninth
4. schools - Ceredo Elementary
   CK High School
5. ABE parent - R.R.A.
   a. age - 40
   b. grade completed - eighth
   c. date entered ABE - June 1968
   d. date of completion - April, 1969
6. other children - 3 older brothers
   3 younger brothers
   4 younger sisters
7. tests -

Metropolitan B - 1962 (third grade total average 2.7
Retest B - 1962 3.0
Stanford Achievement II - 1965 (fifth grade) 3.0
Mental Maturity Test - Lorge Thorndike A. (Third)
verbal - 9
non-verbal IQ - 80
non-verbal age Eq. - 6.6
C. age - 8.6
School-College Ability Test
math - 0-12 percentile
science - 4-14 percentile
social studies - 2-7 percentile
reading - 9-22 percentile
writing - 6-20 percentile

B. Sources of information

1. school records - permanent record card
   attendance - 7th grade - 25 days absent
   8th grade - 17 days absent
   9th grade - 10 days absent
   personal - C. repeated the fourth grade. Up to that time she had D's and F's. After repeating the fourth grade, improvement was notices. She was severely burned on the stomach and legs while in the sixth grade and suffers heart trouble as a result.
   grades - While achievement improved to D's and C's after being retained, it was not until later that a more noticeable change was evident
   7th grade - all C's and D's
   8th grade - all D's and F's (dropped two subjects and earned only 3 1/2 credits)
   9th grade - 1 B, 3 C's, 3 D's (5 1/2 credits)

D.C.A. (Continued)

2. principals - Mrs. M.R.
Ceredo Elementary

Mr. F.
CK High School

C. Pertinent data

Both principals indicated that C. was a very well behaved girl and strived very hard in all her endeavors. Notes from her teachers on her permanent record card showed identical response. In elementary school she was recorded as being undernourished and each year she showed poor eyesight, underweight, and lack of stamina.

D. Summary

It is evident that C. has lessened her absences and also improved her grades. Upon reading her test scores, it is quite apparent that she works very hard to achieve the grades she makes. Since C. has a reputation for being a hard worker and a girl with a good attitude, it is not likely hat any significant change would be noticed in her attitude.

Appendix 3 (Continued)

Group II

NAME: J.G.A.

A. Identifying data

1. sex-male
2. birthdate - 5-21-60
3. grade - fourth
4. ABE parent - M.A.

B. Progress report

J's grades this year are at about the same level as his grades of previous years. His grades remain average and he is still in the reading series for slower students. He has missed ten days of school thus far. This attendance record is nearly the same as his attendance in previous years. The child's teacher, Mr. W.K., stated that he believes that J.'s attitude toward school is not as good as it was when school started this year. He tends to want attention and reverts to "show-off" type behavior. Mr. K. noted that there has been some trouble in the child's home life and that the family has taken a child from the Welfare Department into the home. The principle also mentioned the fact that there has been an undesirable change in J.'s schoolroom attitude and behavior.

The teacher, Mr. W.K., was contacted and it was learned that J.'s attendance for the first thirty day period was perfect. He has achieved a B- average for the first grading period. Mr. K. said that J. was a very cooperative student who seemed to enjoy school.

The principal of Central Elementary School has talked with J. on several occassions and found him to be friendly and neat in appearance. He is well liked by his peers and exhibits leadership qualities in the classroom.

Mrs. A., in a conference, stated that J. seemed to enjoy school more this year than in the past. Mrs. A. has become more active in PTA and other school functions and has expressed her will to help the school in any way possible.

Appendix 3 (Continued)

Group IV

NAME - W.O.A.

A. Identifying data

1. sex-male
2. birthdate - 1960
3. grade completed - third
4. schools attended - Ceredo Elementary
5. ABE parent - R.R.A.
6. other children - at least 11 other children, but record may not be complete

B. Tests

1. IQ (teacher said this was higher than they thought it should be)
2. Mental Maturity (third grade) showed a 3.3 grade equiv.

C. Attendance

1. Attendance for last year showed two days absent, which was was consistent with previous years.

D. Grades

1. Grade of S in Reading for the first two years, but declined to S- in the third grade. Arithmetic, average.

E. Sources of information

1. Principal - Mrs. M.R.
2. Fourth grade teacher - Mrs. M.L.L.
3. Permanent record card

F. Educational achievement and personality record

W. was described by his teacher as "lazy, indifferent, and careless". His background might give a clue to the cause of this: He didn't enroll in school until the age of seven because of speech difficulty (this has been corrected partially); he is in poor health and demonstrates difficulty in muscular control.

W. shows little ability to concentrate and is weak in reading comprehension. Mrs. R. feels that the family is very cooperative, considering the difficulties they have.

**Appendix 3 (Continued)**

Group II

NAME - D.H.B.

A. Identifying data

1. sex-male
2. birthdate - 1-10-55
3. grade - 9th
4. school - Milton Junion High School
   Milton, West Virginia
5. ABE parent - K.B.
   a. age - 37
   b. grade completed - 9th
   c. date entered ABE class - 6-10-68
      passed GED 11-21-68
6. other children - 1
7. tests - 1964 California Mental Maturity, I.Q. 92;
   1966 Otis, I.Q. 85

B. Sources of information

1. School records - D.'s permanent records reveal average and slightly below average grades throughout elementary school. Grades dropped when D. entered junior high school as he had a "D" average in both 7th and 8th grades. He also had a poor attendance record which improved from 21 days absent in the seventh grade to 9 days absent in the eighth.

2. Teachers - Teachers interviewed gave the following comments about D.: Mr. B., math, said that "during the last three weeks he has done better work, he seems more interested. He is more reserved and quiet than other students." The English teacher, Mrs. C. remarked that, "he has improved since the first of the year. His mother come to school near the middle of the year and since then D. has improved." Mr. W., civics teacher, said, "He has low ability and does not put forth a great deal of effort. His attitude seems to be good, but he doesn't work very hard." The science teacher, Miss F., stated that D. has improved grade wise since last six weeks but that he has trouble with his reading. She also said that he causes no trouble in class and seems to be interested.

C. Pertinent data

D.'s mother was a very good student. She was very cooperative and had an outstanding attitude. Her attendance in ABE was perfect. She seemed to have a good attitude toward education and the schools in general but probably does not give her son any guidance or help with school work.

D.H.B. (Continued)

D. Summary

D.'s ability is below average and he achieves on this level. Several of his teachers mentioned that he has been improving and one of the teachers said that she believed that a visit to the school by the mother had an influence on this improvement. This improvement is in evidence not only in grades but also in attitude. The records also show a better attendance record for the past year.

Appendix 3 (Continued)

Group III

NAME: M.S.B.

A. Identifying data

1. sex-female
2. birthdate - 10-13-69
3. grade - junior year
4. school - Hamlin High School
5. ABE parent - D.B.
   a. age - 38
   b. grade completed - 10th
   c. date entered ABE classes - August, 1968--still attending
6. other children - 1
7. tests - not available

B. Sources of information

1. School records - Attendance for M. is very good. The permanent record card indicates that M. is an above average student with an I.Q. of 118. She has been a very active student throughout her school years. She is a member of the Hamlin-Duval Band and she is a majorette of this band also. According to grades before and after her mother has been attending ABE classes show no sufficient change. The grades seem to remain at a fairly high level all through her years as a student at Hamlin High School.

2. Teacher - According to the band director, M. is a very cooperative student and learns very fast. She has been in the band for 6 years and is doing very well. He states that she is very happy that her mother is going back to school and is looking forward to her getting her high school diploma when she takes her GED test.

3. Principal - According to Mr. R., the principal of Hamlin High School, M. is an outstanding student in many school activities. She is a student that wants to do things for the betterment of the school.

C. Pertinent data

The mother of M. began attending classes at the Lincoln County Cannery in August, 1968. She is preparing for the GED test which she will be taking in June, 1970. Mrs. B. is a very attentive student and enjoys attending classes very much. She only misses classes when it is necessary.

D. Summary

M.'s grades did not show any improvement during the time her mother has been attending classes, but her attitude and

M.S.B. (Continued)

feelings for her mother does have an influence on her as well as the mother who in this case needs and wants the approval of her children.

Appendix 3 (Continued)

Group III

NAME - E.W.D.

A. Identifying data

1. sex-male
2. birthdate - 8-21-57
3. grade - seventh grade at Hamlin High School
4. school - Hamlin High School
5. ABE parent - M.R.D.
   a. age - 36
   b. grade completed - GED diploma
   c. date entered ABE classes - December, 1966
6. other children - 1
7. tests - shows to be average student

B. Sources of information

1. School records - Attendance of E. at times show that his attendance is not very good. According to the IQ test results, he has an intelligence quotient of 101. The mother attended classes from December, 1966 until she received her GED diploma in June, 1967. The father attended classes from December, 1966 and received his GED diploma in March, 1968. The father is still attending classes. During the period that the parents attended ABE classes, there was an improvement in E.'s grades. Since the mother is no longer attending classes, the grades have become very much lower. But, also during this time there was a separation of the parents and this seems to affect E.

2. Teacher - Mr. C.A., junior high teacher at Hamlin, states that E. is very much affected by the separation and divorce of his parents. He could be a much better student than he is at the present. At times he is much interested in his school work and at other times he could seem to care less.

3. Guidance counselor - Mrs. H. states that E. is disturbed and confused or seems to be torn between his parents.

4. Principal - No comments were made by the principal, Mr. R.

C. Pertinent data

The mother and the father of E. attended classes at the Lincoln County center to study for the GED test. The mother of the parents successfully passed the GED test. The mother made slightly better grades on her test than the father did. E. has been to ABE classes only once or twice, and seems to be a very intelligent child, mostly interested in science.

E.W.D. (Continued)

D. Summary

E.'s grades did show improvement during the time his parents were attending classes. The grades did begin to fall during the separation and divorce of the parents as sell as after attendance to ABE classes ceased. I would assume that these could be well-balanced reasons for a lack of interest in school work.

Appendix 3 (Continued)

Group II

NAME - D.G.G.

A. Identifying data

1. sex-female
2. birthdate - 12-24-54
3. grade - 9th
4. school - Hurricane Junior High School
   Hurricane, West Virginia
5. ABE parent - D.G.
   a. age - 33
   b. grade completed - 11th
   c. date entered ABE class - 1-27-69
      passed GED 6-6-69
6. other children - 2
7. tests - 10-66 I.Q., 120
   3-67 Stanford Achievement Test, 8.5
   12-68 Otis-Lennon, 117

B. Sources of information

1. School records - D.'s permanent record care shows a good attendance record throughout the years. She missed an average of three days of school per year. In personal qualities she was rated average or above average by all teachers. D. maintained a B+ average throughout elementary school. Her final seventh grade scores were 2 A's, 3 B's, and 1 C while her grades the next year were 4 A's and 2 B's. She was the spelling champion of her school during the 8th grade.

2. Teacher - Mrs. G.M. states that, "she (D.) is very, very cooperative, and a pleasure to have in class. Her work is very good--both tests and daily assignments. She is also a member of the Junior National Honor Society and is an officer."

The teacher also said that D. gets along well with the other students. She stated that the girl's attitude toward school is "good" and that she has not noted any change in attitude.

C. Pertinent data

D.'s father was an exceptional ABE student. He was very interested and eager to learn. Due to his outstanding personality, D. was one of the best liked students. He mentioned to the ABE teacher that he was interested in helping his children but felt inadequate because he had quit school. D. stated on a questionnaire that he has benefited from ABE because, "I have gained more confidence in myself, and due to my GED diploma and other studies I have taken, I have been considered for an assistant foreman's job."

D.G.G. (Continued)

D. Summary

D.'s grades have been above average throughout her school years, but it may be noted that her best grades were made during her eighth grade year when her father was attending ABE. It was also during this period that she became spelling champion for her school. But, we cannot determine from our data if the father's involvement in school caused this improvement. Data indicates that school attendance and attitude have been consistent.

Appendix 3 (Continued)

Group II

NAME - L.G.

A. Identifying data

1. sex-female
2. brithdate - unavailable
3. grade - 5th
4. school - Conner Street Elementary
   Hurricane, West Virginia
5. ABE parent - W. G.
   a. age - 43
   b. grade completed - 10th
   c. date entered ABE class - 6-10-68
      passed 4 parts GED
      still attending class
6. other children - 2
7. tests - unavailable

B. Sources of information

1. School records - The principal of Conner Street School, Mrs. E.F., would not make any records available to us nor give us any information without the consent of the parents. The mother of L. had had some trouble with the school in previous years. Mrs. G. said that she would discuss the giving of information with her husband and let the school know if it would be acceptable with them to give us the information. As to date the G.'s have not contacted the school.

2. Teacher - L.'s fifth grade teacher would not give us any information without parent's consent. Mrs. L.M., fourth grade reading teacher, told us that she had L. last year and that the girl was in the top reading group but had to work very hard to remain in the top group. This teacher said that L. was a quiet, polite student.

C. Pertinent data

Mr. G. was interested in getting a better position with his firm and desired to teach his trade in vocational school. He is very eager to get his GED and has thus far passed four parts of the tests. He is still in class and refuses to give up until he achieves his goal. W. is a most cooperative and hard working student.

D. Summary

No conclusions can be drawn about this subject due to insufficient data.

Appendix 3 (Continued)

Group I

NAME - D.J.H.

A. Identifying data

1. sex-female
2. birthdate - September 9, 1961
3. grade completed - first
4. school - Central Grade School, Cabell County
5. ABE parent - W.D.H.
   a. age - 42
   b. grade completed - 5.5
   c. date entered ABE - July 1, 1969
6. other children - 4 older brothers, 1 older sister, 1 younger brother, 1 younger sister.
7. Tests

| | Verbal | N. Verbal | I.Q. |
|---|---|---|---|
| 4/2/68 Calif. Test Mental Maturity | 74 | 64 | 84 |
| 4/10/69 " " " | 79 | 69 | 78 |

B. Sources of information

1. school records
2. teachers
3. principal

C. Pertinent data

D. was described by the teacher as being a nice quiet girl. She tries hard in school and is an average or below average student. She makes mostly S's and I's in her school work. D. has a good attitude toward school and work assignments are on time according to her teacher.

Appendix 3 (Continued)

Group I

NAME - J.A.H.

A. Identifying data

1. sex-female
2. birthday - January 3, 1961
3. grade completed - third this June
4. school - Lincoln Elementary Grade
5. ABE parent - D.E.H.
   a. age - 32
   b. grade completed - 6th grade
   c. date entered ABE - July, 1969
6. other children - 1 older brother, 2 younger sisters
7. tests - 3-18-68 Calif. Test Mental Maturity

| Verbal | Non Verbal | I.Q. |
|---|---|---|
| 76 | 82 | 92 |

B. Sources of information

1. school records
2. teacher
3. principal

C. Pertinent data

According to her permanent record card, J. has had good attendance throughout school. Grade 1 - 4 absences
Grade 2 - 7 absences
Grade 3 - 5 absences

D. Summary

J.'s teacher described her as being a well disciplined girl. There weren't any problems with her. She is in the bottom 3rd grade class and is doing average or below average for that group. J. is a remedial student. The level she is working in reading is Open Highways 22 which is second grade reading. She is about one grade level behind in reading. The older brother is in special education at Lincoln and one of the sisters in special education at Oley Elementary.

Mrs. P., J.'s second grade teacher, mentioned that J. came to school some days sick, which would indicate her interest in school. She stated that J. worked above and beyond her I.Q. scores. This teacher described her as a good little worker.

Parent involvement in school increased during and after her father's experience with ABE. The mother attended Parent-Teacher Conference Day for the first time. The mother stated in the conference that she wanted her girl to do good in school.

J.A.H. (Continued)

Mrs. D., third grade teacher, related a comment made by J. early in the school year. J. said, "She was real glad that her daddy was now going to school."

Her father's ABE teacher described him as having an intelligence limitation; is cooperative and ready to try. He is now working for the State Road Commission.

J.'s attendance remained consistent, but she had a more favorable attitude toward school and was pleased her father was going to ABE classes.

Appendix 3 (Continued)

Group III

NAME - P.F.H.

A. Identifying data

1. sex-female
2. birthdate - 8-12-57
3. grade - seventh
4. school - Hamlin High School
5. ABE parent - I.H.
6. age - 41
7. grade completed - GED diploma after attending ABE classes at the Lincoln County Cannery in Lincoln County
8. date entered ABE classes - January, 1967 - still attending
9. other children - 5
10. tests -not available

B. Sources of information

1. School records - According to the records at the Hamlin High School, P. is a very good attendant of school. Her records show that P. is an average student with an I.Q. of 105. Records show that she is very conscientious of her school work. She works well with the other students and works very well with her twin brother P. According to her permanent record card her grades have improved since her mother entered ABE classes.

2. Teacher - I talked with her sixth grade teacher, Mr. F.A., and he told me that P. was a very good student and that she seemed to work very well in most situations that she was involved. He said that she was very pleased that her mother had gotten her high school diploma and that she spoke very well of the ABE classes that her mother attended. He also said that she looked forward to the activities that the group did together such as Christmas parties and socials from time to time.

3. Principal - J.K.R. of Hamlin High School states that P. was a very polite and courteous student.

C. Pertinent data

The mother of P.H. began attending Adult Basic Classes since January, 1967 as a means of preparing for the GED test. Mrs. H. passed her GED test in 1967. She is still attending classes because she says she is learning more now that there is no pressure on her to study for a test and she can study and learn in ease.

P.F.H. (Continued)

D. Summary

According to records and achievements made by P. and the accomplishments made by her mother, it is therefore a fact that Adult Basic Education classes has had a favorable effect on the child as well as the parent in this situation.

Appendix 3 (Continued)

Group I

NAME - R.L.H.

A. Identifying data

1. sex-male
2. birthday - April 6, 1957
3. grade completed - 5th
4. school - Central Grade School, Cabell County
5. ABE parent - W.D.H.
   a. age - 42
   b. grade completed - 5.5
   c. date entered ABE - July 1, 1969
6. other children - 2 older brothers, 1 older sister, 1 younger brother, 1 younger sister
7. tests:

| | | | | |
|---|---|---|---|---|
| 1964 | Calif. | Mental | Maturity | I.Q. 60 |
| 1966 | " | " | " | " 86 |
| 1967 | " | " | " | " 80 |
| 1968 | " | " | " | " 80 |

1968 Calif. Achievement Test Reading level $\frac{3/2}{3/1}$ Arithmetic level $\frac{4.}{4.}$

B. Sources of information

1. school records
2. teachers
3. principal

C. Pertinent data

R. was described by his teacher as being a remedial reader. He is a slow worker in school, but tries hard with his limited ability. R. was retained in fourth grade and has mostly D's and C's on the report cards.

D. Summary

Ronald's attendance in school has been very good.

Grade 1 - 7 absent
Grade 2 - 6 absent
Grade 3 - 8 absent
Grade 4 - 6 absent
Grade 4 - 8 absent
Grade 5 - 2 absent
Grade 6 - 5 so far

R.L.H. (Continued)

He is a school boy patrol, and his principal has taken quite an interest in R. Two older brothers are in junior and senior high school. Both say they are going to quit school. One brother told the principal at Central School, "the teachers at Milton High School couldn't learn them a thing." R. seems to be a well adjusted boy, but a little slow at catching on.

The ABE teacher said, "Mr. H. was pleasant company for all members of the class and would cooperate fully." He is presently working for the city of Barboursville (maintenance crew). As mentioned in another case study, Mr. H. volunteered his services at Central School to paint lines on the blacktop for different school games. His teacher said, "Both parents are more interested in the children and school since the father was involved in ABE classes." They seldom attended P.T.A. until W. went to ABE classes.

Mr. V., 5th grade teacher, said "R. did better work in the fifth grade while the father was in ABE." He had mostly D's in previous grades and made mostly C's in grade 5." This was confirmed by this writer from the permanent records of R. R.'s better grades and better attitude in the 5th grade earned him the privilege of beccming a school boy patrol.

Appendix 3 (Continued)

Group I

NAME - J.J.

A. Identifying data

1. sex-male
2. birthdate - 1-22-54
3. grade completed - 9th grade, June, 1969
4. school - Duval High School, Griffithsville, West Virginia
5. ABE parent - B.J.
6. other children - 5

B. Sources of information

1. School records - Attendances before the period of mother attending ABE was average. J. is an average student with an I.Q. of 100. Indication that J. was a talker and classroom disturber. Grades during the period remained about the same, but his attitude changed to favorable conditions in the classroom.

2. Teacher - Student more attentive. He is less trouble, talks less and tries harder with his assignments.

3. Principal - Student's attendance improved.

4. Guidance counselor - Mrs. H. stated that J. is less trouble in the functioning school year and seems to have a purpose or goal set while before he didn't, according to his records.

C. Pertinent data

The mother of J.J. began attending ABE classes in June, 1967. She received her GED diploma in September, 1968 and is now working for the welfare department in the food stamp department.

D. Summary

J.'s grades remained about the same, although his attendance did improve. It is believed that ABE classes did have a favorable effect on this child's attitude and performance in school.

Appendix 3 (Continued)

Group I

NAME - W.M.

A. Identifying data

1. sex-male
2. birthdate - March 6, 1958
3. grade completed - sixth this June
4. sxhool - Peyton Elementary School
5. ABE parent - V.M.
   a. age - 44
   b. grade completed - 8th and GED ave. 36.4
   c. date entered ABE - June, 1968
6. other children - 4 older brothers, 2 younger brothers
7. tests - 10-66 Otis Test I.Q. 94
   3-68 Calif. Test Mental Maturity 82
   3-68 C.C.M. Achievement reading 3.7 Arithmetic 4.5

B. Source of information

1. school records
2. teachers
3. principal

C. Pertinent data

W.'s attendance has constantly gotten better each year of school.

| | present | absent |
|---|---|---|
| grade 2 | 162 | 19 |
| grade 3 | 174 | 6 |
| grade 4 | 182 | 2 |
| grade 5 | 180 | 2 |

His grades have been mostly D's and C's according to his teacher. The teacher described him as being about average.

D. Summary

The principal described W. as being a good boy with few problems discipline wise. His teacher described him as being quiet, well adjusted, good boy. She said, he was small in size, an under-achiever, and well-liked. She has to push him all the time--could do better--day dreams some.

Mrs. B., sixth grade teacher, mentioned that W. never says any thing about the father or the mother. Neither of the parents ever come to school. They don't show much interest in the children. W., however, started bringing Golden Books to school and wanted the teacher to read Easter stories. She said, this might indicate some interest shown by the parents. The mother

W.M. (Continued)

also has begun to send money for the Arrow Book Club. It is hard to conclude if this buying of Golden Books and library books is a result of the father attending ABE. The parents seem to be taking a little more interest in the boy.

This writer finds it most difficult to draw any conclusions about the effect of ABE training of the father and its effect on W.

There has been very little change in W. His attendance, attitude, behavior, and grades have remained fairly consistent throughout school.

The father was a serious, cooperative student while in ABE. At times he became depressed, but usually volatile and a pleasure to have in class. He completed the GED test and is presently working with the State Road Commission.

Appendix 3 (Continued)

Group IV

NAME - G.A.N.

A. Identifying data

1. sex-male
2. birthdate - June 17, 1953
3. grade completed - ninth
4. school attended - Wayne High School
5. ABE parent - A.N.
6. other children - two younger sisters, ages 10 and 6, are listed on school records, but I believe there are older, married children.

B. Tests

1. Otis
   IQ - grade ten - 115

C. Grades

1.

| | 1st and 2nd semesters, 9th grade | | 1st sem., 10th |
|---|---|---|---|
| English | D | C | B |
| Latin | C | D | C |
| Algebra | | | B |
| Science | C | D | B |
| Geor. | B | A | B |
| Phy. Ed. | | C | C |

D. Sources of information

1. secondary school record

E. Related information

I think that the obvious improvement in grades might indicate that a change in the status of the father has possibly influenced this boy. I know that he has a good home situation and I feel that he has ambition--last summer he secured employment at the Huntington State Hospital (mental) through the Youth Opportunity Center.

Appendix 3 (Continued)

Group II

NAME - B.P.

A. Identifying data

1. sex-female
2. birthdate - 1-20-51
3. grade - completed senior year, May, 1969
4. school - Milton High School, Milton, West Virginia
5. ABE parent - C.P.
   a. age - 34
   b. grade completed - 9th
   c. date entered ABE class - 1-9-69; still attending
6. other children - 2
7. tests - not available

B. Sources of information

1. school records - Attendance was average; records stated girl was average student with I.Q. of 89. Her personnel card indicated she was purposeful in her work and needed no extra encouragement to achieve; she had a good attitude toward school. Grades showed an improvement during the senior year; grades improved from C's and D's to B's and C's.

2. teacher - not available

3. secretary - S.C. remembered B. as "a courteous, average student."

4. guidance counselor - Mrs. J.F. stated that the girl has come in during the year and inquired about the practical nursing program available after graduation. Mrs. F. noted that the girl was interested in the program as a result of the mother's interest in being admitted to the nursing program.

5. principal - not available

C. Pertinent data

The mother of B.P. began attending ABE classes as a means of preparing for admission to the practical nursing program. B. attended ABE classes quite frequently with her mother and also indicated an interest in nursing. She usually helped her mother with assignments or worked independently in ABE workbooks during her attendance in ABE classes.

B.P. (Continued)

D. Summary

B.'s grades did show improvement during the time her mother was attending ABE classes. It is believed that ABE classes did have a favorable effect on this child's performance in school.

B. was graduated from Milton High School in June, 1969, thus no teachers could be contacted for follow-up.

The investigator has learned that B. and her mother have been employed by Corbin Ltd. in Huntington, West Virginia. Both she and her mother had planned to enter training for practical nursing but have not yet been accepted into the program. The ABE teacher and the area supervisor are trying to assist Mrs. P. and B. in their effort to enter nurse's training. The subjects are willing to quit their jobs to pursue nurse's training even though classes are limited and admittance is difficult.

E. Progress Report

After her graduation from high school, B. got a job at Corbin, Ltd., a clothing manufacturer. B. and her mother had planned to enter practical nurse's training after the mother obtained her GED. Mrs. P. could not pass part of the GED examination and therefore did not get to enter nurse's training. B. has not pursued further schooling since her mother stopped attending ABE classes.

Appendix 3 (Continued)

Group II

NAME - B.P.

A. Identifying data

1. sex-male
2. birthdate - 8-2-56
3. grade - 8th
4. school - Milton Junior High School
   Milton, West Virginia
5. ABE parent - C.P.
   a. age - 34
   b. grade completed - 9th
   c. date entered ABE class - 1-9-69; passed all parts of GED except history section
6. other children - 3
7. tests - 2-23-68 California Mental Maturity, I.Q. - 94.
   2-23-68 California Achievement, grade level in reading 5.4 and arithmetic level 6.8

B. Sources of information

1. school records - B.'s permanent record card shows an excellent attendance record for elementary school as he missed only nine days during his first six years. His first year in junior high school he missed three days. Grades during elementary years were above average with a slight decrease in grade average during the sixth grade. The first year in junior high school the boy's grades dropped some with final grades of 1 D, 4 C's, 3 B's, and 2 A's, the A grades being in music and physical training. No personal qualities or evaluations are listed on this record.

2. teachers - The art teacher, Mr. L., stated that B. was "settled, he took an interest in class and could identify and relate to his work." The reading teacher, Mrs. W., says that he "didn't seem to care about education" but she feels that he could do better if he wanted to. Mrs. W. also noted that B. was in a "poor group." His English teacher, Mrs. C., said that B. did "good for a low class" at the first of the year but that he "now slides by with not enough effort." Mrs. G., history, states, "B. has shown improvement during the school year. He has a better attitude in class--more understanding."

C. Pertinent data

The mother of B.P. began attending ABE classes as a means of preparing for admission to the practical nursing program. She failed to pass the history section of the GED which was very discouraging to her. When she first started in ABE she was very interested and this child as well as her other children often attended class with her.

B.P. (Continued)

D. Summary

It may be noted that the teachers interviewed here present conflicting views of B. Some said that his attitude is good while others do not agree. One of the more favorable statements came from the art teacher where the boy has made his best grades in the past years. The investigator can offer no explanation for these conflicting views. The investigator does note that B.'s grades dropped during the year his mother was in school but it cannot be determined from our data what caused this. Some explanations for not doing as well might be that he had trouble adjusting to junior high school, that he was placed in a "low group" his seventh year as was noted by the teachers, or there may have been some connection between the mother's discouragement with her education and the difficulty B. experienced. Attendance did not seem to be affected and the teachers did not agree as to whether attitude changed in a more or less favorable degree.

Appendix 3 (Continued)

Group III

NAME - G.P.

A. Identifying data

1. sex-male
2. birthdate - 5-2-55
3. grade completed - eithth, June 1969
4. school - Griffithsville Elem., Griffithsville, West Virginia
5. ABE parent - O.P.
   a. age - 34
   b. grade completed - GED diploma
   c. date attended ABE classes - January, 1967 - January, 1968
6. other children - 1

B. Sources of information

1. school records - Attendance was excellent. Records of G. stated that he is an above average student with an I.Q. of 104. Records show that he is a very good student and has a good attitude toward school. Grades while his mother was attending ABE classes improved from B's to A's and C's to B's while G. was in the sixth grade as compared to his fifth year grades.

2. teacher - Mrs. B. stated that G. was a very active student. He was involved with clubs and extra activities.

C. Pertinent data

The mother of G.P. attended the ABE classes from January, 1967 to January, 1968. She passed her GED test and is now taking office practice courses at the Duval High School.

D. Summary

G.'s grades did show a slight improvement during the time his mother was attending ABE classes. I believe that ABE classes did help encourage the child. He now attends Duval High and is proud of his mother because shw now has a diploma.

Appendix 3 (Continued)

Group II

NAME - V.P.

A. Identifying data

1. sex-female
2. birthdate - 11-21-60
3. grade - third
4. ABE parent - E.P.

B. Progress report

V.'s teacher, Mrs. L.F., said that, "V. is right on top of everything." She stated that V. makes the top grades in the class just as she did as a second grade student. Her attendance thus far is near perfect. The principal of Nichols Elementary said that this child has a very good attitude toward her school as was noted in the initial case study. He believes that there has been no significant change in either performance or attitude since last year.

C. Follow-up data

The principal of Nichols Elementary School stated that V. was promoted to the third grade and has maintained the superior performance exhibited in the previous grade. Attendance thus far has been good with no days missed. There seems to be no change in attitude from the previous year; her attitude remaining very good.

In a conference with her parents, they stated that V. seems well adjusted and likes school this year and as a whole her attitude toward school has not changed.

Appendix 3 (Continued)

Group III

NAME - D.S.

A. Identifying data

1. sex-male
2. birthdate - 9-21-54
3. grade - sophomore year
4. school - Hamlin High School
5. ABE parent - C.S.
   a. age - 34
   b. grade completed - GED diploma
   c. date entered ABE - January, 1967; still attending
6. other children - 2
7. test - not available

B. Sources of information

1. school records - According to the permanent record card of D., he has almost perfect attendance and is an above average student with an IQ of 110. His card indicates that he is very attentive in his studies and very much interested in sports. He participates in almost all school sports. Grades during the time his mother attended did not show any improvement, nor did they show any signs of regression. His attendance during this time remained as good as previously.

2. teacher - no comments

3. secretary - Miss B. stated that D. was a very active student. He participated in many school activities.

4. principal - comments not made.

C. Pertinent data

The mother of D.S. began attending Adult Basic Education classes at the Lincoln County Cannery in January, 1967 and was in the first group from the night volunteer class at the Cannery to go take their GED test. She passed the GED test in May, 1967. D. did not approve of his mother attending classes. He had a negative attitude to this condition.

D. Summary

I feel that D. is at the age of rejection to his mother. I do not feel that his mother's attendance to the ABE classes was well accepted by D. I cannot say that the ABE program has affected D. in as far as encouraging him to do better in school, but I also do not believe that it hurt him any.

Appendix 3 (Continued)

Group III

NAME - D.Y.

A. Identifying data

1. sex-male
2. birthdate - 10-2-54
3. grade - completed 9th, June 1969
4. school - Hamlin High School
5. ABE parent - P.Y.
   a. age - 36
   b. grade completed - 8th
   c. date entered ABE classes - September, 1968; still attending
6. other children - 2

B. Sources of information

1. school records - Attendance was very good. Records show that D. is an average student with an I.Q. of 90. He didn't have any interest in school until he joined the band. His grades improved last year from C's to B's, but he made mostly C's.

2. teacher - Student takes more time in doing his lessons. He has more interest.

3. principal - Stated that grades have improved since the mother has been attending ABE classes and his general attitude toward school seemed to have changed.

C. Pertinent data

The mother of D.Y. has been attending ABE classes to prepare for the GED test. Occassionally D. attends classes with his mother.

D. Summary

D.'s grades did show an improvement during the year in which his mother was attending classes. D. is learning from the classes too. He helps his mother in her math lessons.

Appendix 3 (Continued)

Group III

NAME - R.Y.

A. Identifying data

1. sex-female
2. birthdate - 3-12-58
3. grade completed - fourth, May 1969
4. school - Fez Elementary, Branchland, West Virginia
5. ABE parent - P.Y.
   a. age - 36
   b. grade completed - 8th
   c. date entered ABE class - September, 1968; still attending
6. other children - 2

B. Sources of information

1. school records - Attendance was good. Records show that R. is below average student with an I.Q. of 82. She shows interest in her school work. Her grades improved during the last year; she was able to make all B's and C's for the first time in her school life.

2. teacher - Stated that the student seemed to be more interested in her classwork because her mother was also doing school work.

3. principal - Stated that attendance did not improve because she attended school regularly.

C. Pertinent data

The mother of R.Y. began attending ABE classes because she wanted to prepare for the GED diploma. R. seems to be very much interested in her mother and she wants her mother to get a diploma.

D. Summary

R.'s grades did show an improvement during the year in which her mother was attending classes. R. seems very much interested in the ABE school and it has been a good experience for the mother and child.

ADULT BASIC EDUCATION NEWSLETTER IV
Huntington East High School
LONG RANGE FOLLOW-UP SURVEY

GROUP I

MAY, 1970

"PICNIC OUTING PLANNED JUNE 20"

There was a great deal of fun at our last picnic in October. We are planning a "chicken dinner" picnic for Saturday, June 20th at 6:00. This picnic will be held at Ritter Park in the shelter below the tennis courts. Plan on attending and bring the family to this outing. The menu is "Colonel Sanders' Kentucky Fried Chicken, potato salad, baked beans, potato chips, soft drinks, and dessert." We may call on some of you women to help us out by bringing a dessert. Everything else will be provided for you.

Games will be a part of this outing, as we all need the exercise. There will be games for adults and children-horse shoe, softball, badminton and croquet. Everyone will enjoy getting together to eat, play games and just "gab" with old friends. Don't forget the date, SATURDAY, JUNE 20th at 6:00.

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EMPLOYMENT
""NEWS & NOTES""

Several employment notices have occured since the last newsletter in February. Henry Christian was injured in an automobile accident and lost some upper teeth. He is working as a carpenter for Equal Opportunity. Verlin Midkiff is employed by the State Road Commission, Barboursville, W. Va. Don Ward still lives at Prichard and is self-employed as a painting contractor. Tom M'Coy lives in Kenova and is presently working at Scandia Glass Works located out from Dreamland Pool.

The following men are employed at Marshall University Maintenance Department-Ernest Lucas, Harland Adkins, and Billy Carper. Ampless M'Callister is employed by the West Virginia Department of Employment Security in Lincoln County. Ampless is working for the Win Team as a counselor aide and manpower specialist for ABE.

Walter Toppings is at a new job at West Hamlin-Lincoln Clay Products. Albert Newsom relocated to Rittman, Ohio. Bobby Daily is part time employed in refrigeration-air conditioning training. Robert Dillman is located in Delta, Ohio. He is working at Little Dude in the electrical maintenance department. Best of Luck men in your new jobs...

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ABE STUDENT DECEASED

We regret to inform you of the untimely death of Chris Fain. Chris was one of the outstanding students in the classroom and also in the Diesel Mechanics School. He died Wednesday March 25, 1970 in St. Marys Hospital. Funeral services were conducted at the Branchland Babtist Church. He was a veteran of World War II and the Korean conflict. Survivors include the widow, Mrs. Zola Queen Fain; three daughters, Cora Mae, Geneva Lucille and Connie Sue Fain at home; Three sons, Oather Johnse, Floyd Ray and Donald Lee Fain also at home.

Richard Malcolm, ABE Supervisor called to ask some of the teacher of ABE to contribute blood for Chris. Fourteen pints were given by Richard, Elaine Stephens, Jack Perkins and their friends the could bring along to the hospital.

Mrs. Fain was ask to remain in survey and to attend the picnic outings. She has agreed to stay in the ABE Survey and keep us informed on the children. Our sympathy goes out to the Chris Fain family.

Rt. 2 Box 59
Branchland, W. Va. 25506

Jack W. Perkins

# Old North News

APPALACHIAN ADULT BASIC EDUCATION DEVELOPMENTAL CENTER AT MOREHEAD STATE UNIVERSITY-SPECIAL PROJECT

GROUP II NEWSLETTER IV, MAY, 1970

## AABEDC DINNER PLANNED

We are planning a dinner for our group for Saturday, June 13, at 6:00 p.m. The dinner will be at Central Elementary School on Union Ridge. If you don't know where Central School is, please meet at Milton Old North building (I'm sure you can't forget where Old North is) at 5:15 and I'll be there to show you the way to my school.

We plan to have some outside games again and the children can use the playground equipment so just wear casual clothes.

The menu includes: ham, potato salad, green beans and corn. We are asking you ladies to fix your favorite dessert and bring it.

Everyone seemed to have enjoyed our previous outings so we hope that you will plan to bring your family and come. We are looking forward to seeing everyone again and catching up on all your news. Be sure to mark the date on your calendar - *Saturday, June 13.*

## NOTES

Mr. and Mrs. Roger Call became the proud parents of a baby girl April 11. Elizabeth (Beth) weighed in at 7 lbs. 11 oz. Guess where she got red hair!

We heard that Clarence is doing a great job as foreman apprentice at True Temper Corp.

We heard that Katherine bought a "new" car. Be sure to ask her about it.

Don Gilfilen has been in the hospital since we have seen him but is now doing fine.

Sondra Lowe is trying to steal my job. She is helping her husband, Paul, prepare for his GED. Good luck, Paul!

## WHERE ARE YOU?

I recently received a letter from Sharon Bennett who has moved to Virginia. In her letter she requested the address of one of her Old North buddies. It made me think that maybe some others of you might like to keep in touch with each other so, I decided to publish everyones address in this newsletter. I hope you will take advantage of this list and get in touch with that old friend that you have wondered about.

If you change your address, please let met know so that I can keep in touch with you and get our newsletter to you.

AABEDC participants are as follows:

Mary Arnold, Route 1, Ona
Phone, 762-2324
Clarence Bays, 2236 Benedict Rd., Culloden
Phone, 743-9816
Sharon Bennett, 2108 Lawrence Ave., Bristol, Virginia 24201
Katherine Black, Route 1, Ona
Phone, 762-2625
Paul Coyner, Scott Depot
Phone, 755-5195
Juanita Foster, Route 3, Milton
Phone, 743-5553
Willis Gibson, 2965 Montana St., Hurricane
Phone, 562-6238
Don Gilfilen, 113 Taylor St., Hurricane
Ruby Hodges, Route 1, Box 130, Hurricane
Ruth Kinder, what's your new address, Ruth?
Sondra Lowe, 3887 River Pike Road, Ona
Diana McGirr, 103 Sharps Ct., Barboursville
Charlotte Perry, Rt. 3, Milton
Phone 743-4434
Esther Perry, Rt. 1, Barboursville
Phone 736-3908

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I saw Diana McGirr the other day but didn't have a chance to talk. We'll see you at the picnic, O.K.?

I'll be calling you to remind you of the dinner. . . . .

Roger Dale Call

THE ABE LINCOLN NEWS

April, May, and June 1970 Group 111 Vol. IV

## GREETING

Well, Friends that time of the year has arrived again. We find the month of May and June are filled with many events and activities that can be en joyed by the whole family. Exciting events such as graduation, and family activities such as vacation, picnics and many other memorable events. I do hope that you and your family will do a few of these together this summer.

## GRADUATION TIME

As many of our children in the high schools of Lincoln County are looking foreward to Graduation in June. We are also planning for graduation at the Lincoln County Cannery, those that are scheduled to take their GED test on June 5 and June 6 are Mr. and Mrs Elden Browning, Mola Richmond , Dorathy Black, Teressa White, Helen Saul. I would like to wish all these students the best of luck. The ones that are in our Lincoln County Survey group are Janie Browning, Mola Richmond and Dorathy Black.

## PROM TIME

Yes, we do plan to have a prom for the graduating students at the Lincoln County Cannery. We will have this during the month of June. Any student that has graduated from any of my adult classes whether at McCor kle, Fez or the Lincoln County Cannery are invited to attend. We would like to have a note from you advising us if you plan to come. We will have a short formal session that will high light the accomplishments of Adult Basic Education in Lincoln County, the number and names of students that have attained their GED diploma. We will have a recreation period and also time for eating and getting reacquainted, so please let me hear from all students on this matter.

My mailing address is Spurlockville, West Virginia.

## GRANDMOTHER

One of our follow-up students have a new grandchild, and we ask you, Janie to please not spoil this new baby.....

## PERSONAL NOTES

Dorathy Black has moved from Hamlin to her new home in New Hamlin, we do hope you will like your new home.

Charlene Sowards had a nice house-- warming in her new home in Hamlin.

We have a new student at the Lincoln County Cannery that commutes from Salt Rock each evening, we do wel-- come Helen Saul to our classes.

Also attending classes now is Teresa White a daughter of Charlene Soward who is also a member of our group.

For those students who requested the names and addresses of those students that are active in our follow-up group, they are as follows:

Janie Browning of Hamlin, West Va.
Antionio Burton of Hamlin, West Va.
Margaret Dearnell of Hamlin West Va.
Charlene Sowards of Hamlin, West Va..
Mola Richmond of Hamlin, West Virg..
Zella Dimitroff of Hamlin, West Va.
Mary Dillon of Hamlin, West Virginia
Dorathy Black of Hamlin, W. Virginia
Ollie Belle Stower of Griffithsville
Oneta Pack of Griffithsville, W. Va.
Barbara Justice of McCorkle, W. Va.
Paralee Yeager of Branchland, W. Va.
June Conner of Spurlockville, W. Va.
Iris Harless of Hamlin, West Va.
Helen King of Hamlin, West Virginia

## DO YOU KNOW?

Which student that has gained twenty five pound since she started attending ABE classes.

Who is stopping people everywhere she goes to get help with her algebra.

Forrest Cummings

I know you will be saddened to hear of the death of Chris Fain on March 25, 1970. Funeral services for Mr. Fain, age 46, were conducted at the Branchland Baptist Church. He was a veteran of World War II and the Korean Conflict.
Survivors include the widow, Mrs. Zola Queen Fain; three daughters, Kora Mae, Geneva Lucille, and Connie Sue at home; three sons, Oather Johnse, Floyd Ray, and Donald Lee also at home. Chris had one brother and three sisters.
While in St. Mary's Hospital, Chris was desperately in need of blood. Mr. Malcolm called to ask some of the teachers of Adult Basic Education to contribute----fourteen pints were given by Mr. Malcolm, Jack Perkins, myself, and our friends.
Anyone who would care to make a contribution in the way of money or clothing for the family may send them to Rt. 2, Box 59, Branchland, West Virginia.

## SUCCESS STORY

Some of you may have seen the picture and accompanying write-up on Paul Combs that recently appeared in the Huntington newspaper. He is one of sixteen men participating in a training program and is now employed at a local service station. It was nice to see a success story so well advertised and I know that I could write one on many of you as long as you keep me informed of your activities and locations.

## GRADUATION

Another diesel mechanics-adult education class was graduated on May 8. I must say that this class did not excel as you did, so we don't look for futures quite as promising. At this time another class is not scheduled, but perhaps if a great need arises, we will be back in operation again.

I had planned to take the summer off anyway, and up until November I will be quite busy serving as chairman of "Gay Capers", a charity project that you probably remember hearing me discuss last year. Mr. Steiner is back at Turnbull Motors and Mr. Larrowe is still with C-K Chevrolet in Kenova.

## ADULT LEARNING CENTERS

Our local Adult Learning Center is increasing in its number of students each month. A new center is to open in Lincoln County soon, so anyone living in that area, watch for publicity in regard to this. You'd be surprised to learn the subjects which are offered that would be of of interest to you.

## PICNIC

With good weather finally here, it seems appropriate to picnic again. We have scheduled Sat. June 20 as the date, and this time we'll meet at the shelter by the creek in Ritter Park. All food will be furnished and we hope you and your family will plan to attend (children included). All I ask is that you return the enclosed envelope giving the number that will be in attendance. We want to be sure to have enough food!!!! Let's meet around 6:00--This is a nice place for children to play.

Please be sure to keep me informed of your activities--write a note, regardless of whether you have changed jobs, moved, etc. We would like to hear from you and know how you're getting along.

Editor-in-Chief
Elaine Stephens

APPENDIX 5

REPORT ON PICNIC

Group I and Group IV

The outing was held during the evening of June 20, 1970, at Ritter Park. Included in the newsletter (attached) was a reply card, which gave us some idea of whom to expect. Local and long distance phone calls were made to acquaint families with the picnic and to get responses on attendance. Another phone call was made on the day of the picnic as a reminder. Allowing for some people who didn't reply to attend, E. and I planned for 30 people. Several families that had planned to attend didn't, so the attendance was somewhat less that we expected. The menu included chicken, potato salad, baked beans, rolls, two cakes, cokes, kool-aid, and tea. We made signs to help people locate our site.

We combined Group I and Group IV for our picnic at Ritter Park. The men of these two groups are spread out over a wide area of counties in southern West Virginia and surrounding states such as Ohio and Kentucky. As a result of these men relocating since ABE training, it is difficult to bring many of them together again for a picnic such as the one held June 20. However, it was fun to see those present -- The W.T.'s, the C.L.'s, the A.H.'s, the T.L.'s.

We had such a good time at our picnic that it was decided to have another get-together in August or September. Everyone seemed to enjoy getting together to eat, play games and just "gab" with old classmates and friends. The recreational and relaxation value of the outing was tremendous for all of those who participated. Several games were played, such as horseshoe, badminton, Jarts, and

ABE lawn-roll. I might add Mr. M. picked up the lawn-roll game while on a trip in Canada some time back.

I feel the most significant values of the picnic are often those which are nearly impossible to measure; that is the encouragement or inspiration which our continuing interest might hopefully instill in one or more of those attending and their families.

Appendix 5 (Continued)

Group Participation

Group II

We have been periodically having a meeting of the participants in our special project group. We hope that these outings will help us keep better tabs on our participants by giving us an opportunity to have personal contact with them. We also like to have a meeting type contact every so often so that the participants can keep in touch with one another. Most of the participants have made personal friends with other members of the group and enjoy a chance to see their friends. It also seems that we can learn more about the participants through casual conversation than from questionnaires sent through the mail. The atmosphere of friendly conversation, eating, and playing games seems to be conducive to keeping the cooperation of our participants.

Group II had a "get-together" June 13 at Central Elementary School. Before the dinner, we informed the members of our group of our plans by means of our newsletter. Then, about one week before the 13th, we called each one of the group to personally encourage them to attend. These telephone calls seem to do the most good in getting people to attend. We also sent reminder post cards two days before we were to meet.

Although almost everyone of the 14 members indicated that they and their families planned to attend, only 15 attended. Including the families and guests we had about 20 people total attendance. Since one of the group has moved out of state, six of our group indicated that they would attend only a few days before but did not show up.

We have also found that these people respond better when they are given specific responsibility. When they are asked to bring a specific item to the meeting (such as a loaf of bread or paper plates), they respond better than if told that everything will be taken care of for them or if they are asked to bring something less specific. We asked them to bring a dessert for this meeting.

Although attendance was not what we expected it to be, those who attended seemed to enjoy themselves and we enjoyed talking with them again. We did gain some additional information through our conversation with those who attended and we feel the meeting was worth the time, trouble, and expense.

Appendix 5 (Continued)

Picnic Report

Group III

On June 19, 1970, the Lincoln County group and their families had a very fine cook-out at the Hamlin Lions Club Roadside Park at Hamlin, West Virginia.

The group gathered at the park at about 5:30 p.m. and stayed until 10:00 p.m. There were games for the adults as well as for the youngsters that were with their parents. Food was delicious. We had hamburgers, hot dogs, potato salad, baked beans, potato chips, soft drinks, chicken and many other things. Horseshoes seems to be the game most of them enjoyed most.

There were eleven members of the fifteen in the group. Some brought their husbands and children.

I feel that this is one of the most worthwhile activities that the group can do. They have a feeling of belonging to something. Most of them do not belong to clubs, but they are proud to say they belong to the Lincoln County AABEDC group. This makes them feel important and this is just the shot in the arm that they need. They look forward to these get-togethers, and socially I feel they have come a long way. They exchange ideas on how to dress, how to prepare different types of foods, how to preserve foods from their gardens, and many other worthwhile ideas come from these gatherings.

Appendix 5 (Continued)

Picnic Report

Group IV

On June 20 my survey group, combined with Group I, held a picnic at a local park. The students were informed of the outing through our quarterly newsletter--postcards were included so that we would have an idea of the attendance we could expect.

Signs giving directions to our picnic were placed in strategic places through the park. We gathered around 6:00 and spent the first part of the evening getting reaquainted, meeting the wives of our former students, and getting the latest information on their employment status. They all were anxious to talk about their jobs and were especially proud to have us meet their families.

There were approximately thirty of us in attendance--plenty to organize some games after we had eaten. Several types of games were brought and the adults had more fun than the youngsters!

Meeting with us in a situation of this type changed our teacher-student relationship to one on a more equal footing. It is obvious that having a high school diploma and being employed has given these men more confidence and self-assurance.

APPENDIX 6

ABE ANNUAL REPORT

Group I

The most significant results are often those which are nearly impossible to measure; that is the encouragement or inspiration which our continuing interest might hopefully instill in one or more of our subjects, or their families.

Two picnics were held during the past year. I will make some comments about the outings which were held in June and October, 1969 at Ritter Park. Included in the newsletter was a reply card, which gave me some idea of whom to expect. Allowing for some people who didn't reply to attend, I planned the picnic for 30 people. (Several families that had planned to attend didn't so the attendance was somewhat less than this, which was disappointing.) The menu included Kentucky fried chicken, potato salad, garlic bread, baked beans, chocolate cake, Pepsi, Kool-aid, and coffee.

Everyone enjoyed getting together to eat, play games and just "gab" with old friends. I read letters received from class members who had moved to find better employment. Several children were present and they enjoyed the park. Another picnic outing is being planned June 20 at Ritter Park.

There have been eight case studies made on the children of ABE students during the past year. The following people were contacted in doing these case studies: the parents, teachers, children, and principals of the schools involved. Permanent record cards were also analyzed on these children.

Many of the parents were more interested in the school where the children attended and were becoming more involved in P.T.A. and

Parent Conference Day since participating in ABE classes. Data collected on three of three of the cases indicated that attendance and attitude had been consistent, but grades and I.Q. scores had improved considerably during the period of time the fathers were in ABE classes. In the other case studies the attendance, attitude, behavior, and grades remained fairly consistent. A comment made by one of the children was, "She was real glad that her daddy was now going to school."

Several newsletters have been sent out to the participants in the LRFUS. These have been eagerly received as they contain information for survey participants, picnic outings, employment, news and notes. Leaflets on Adult Education have been enclosed with the newsletters. They have contained information about new ABE classes, times and places. One had a list of the most frequently used words. The students were challenged to spell the words and know the meaning of these basic words.

Group I contains 28 participants in the LRFUS. Of this group 21 of the subjects are employed, 2 are not employed, 5 can't be located, 15 have a better job since ABE classes, 5 relocated out of state.

Several employment changes have occurred during the past year. S.J. is still happily employed with C&O. D.H., W.H. and V.M. have been employed by the city of Barboursville as part of their maintenance crew. G.H., after a long period of unemployment due to illnesses, is working at Pilgrim Glass.

J.H. is employed by International Nickel Company as a security officer. C.L. has moved to Detroit, Michigan, and is situated with a machine manufacturing concern. C. has moved his family to Detroit,

and evidently he, his wife, and six children are doing fine. W. and W. T. had moved to Ohio and found new jobs, but found the difficulty of leaving relatives at home too hard to overcome, so they moved back with their families and are employed locally. The latter W. was employed by American Car and Foundary but lost that job. The former is at a new job at West Hamlin-Lincoln Products.

H.C. is working as a carpenter for Equal Opportunity. D.W. is self-employed as a painting contractor. T.M. is presently employed at Scandia Glass.

The following men are employed at Marshall University Maintenance Department: E.L., H.A., and B.C. A.M. is employed by the West Virginia Department of Employment Security in Lincoln County. A. is working for the WIN Team as a counselor aide and manpower specialist for ABE.

A.N. relocated to Rittman, Ohio. B.D. is part-time employed and in refrigeration air-conditioning training. R.D. relocated to Delta, Ohio. He is working at Little Dude in the electrical maintenance department.

Several men have expressed gratitude for their ABE experience and its favorable influence on their ability to obtain a job. Most especially, C.L. has stated that the skills he learned in the classroom were a definite help to him on his new job.

It is difficult, if not impossible, to pinpoint a cause for behavior or attitudinal changes, but this observer notes in all these cases where the subjects have changed a long-time status of unemployment to that of gainfully employed, there is a dramatic change in attitude and behavior. This group was reduced to 27 due

to the untimely death of C.F. C. was one of the outstanding students in the classroom and also in the diesel mechanics school.

Appendix 6 (Continued)

ABE Annual Report

Group II

During the past year we have had several contacts with the fifteen persons involved in our follow-up survey. We have had two very successful picnics. The first, last June, was held at the home of one of our participants where we ate outside and then enjoyed several outside games. Our second, in September, was held at a roadside park. For this outing we asked the people to bring a small item of food for the picnic and they seemed to like being able to contribute something. We are planning another get-together for June which will be a dinner at Central School. We have asked the ladies to bring the dessert for this one. We have called each of the members before each picnic and urged them to attend. Our attendance has been excellent and the atmosphere of friendliness has been outstanding.

During the past year we have done eight case studies on the children of our participants as well as a follow-up report on the first four children who were studies last August. Since most of our subjects attend school in Putnam County, we have had some difficulty in obtaining the information. For the studies we have talked with teachers, counselors and principals and have found most of them most cooperative and willing to give us copies of school records. We have only encountered one principal who would not give us access to school records. Another principal would not give us any information without the consent of the parents. Mr. and Mrs. G. did not give consent for the case study so that report was rather brief, containing only that information obtained from a former teacher.

Of the four recent case studies we noted that two of the children were good students and that there had been little change in performance. Attendance had remained about the same as previously. One of the subjects, H.B., did seem to have improved in his school work and attitude. The follow-up reports on the four students previously studied revealed that they are progressing about the same level as last year.

We have sent three newsletters to our participants and have the fourth ready for mailing. The people seem to enjoy these newsletters and are eager to receive each one. We have also sent several questionnaires as well as pamphlets giving information on ABE classes and a spelling aide. My participants have been very good to send back their questionnaires, in fact, I have had 100% response on the material to be mailed back to me.

Of the fifteen people in this study, all but two have passed their GED tests. Mr. G. is still attending class and hopes to finish his GED soon. Mrs. C.P. passed all but one part of her test. She was hoping to be admitted to the practical nursing class at Huntington Trade School. We even talked with the director, Mrs. F., but found her to be uncooperative in admitting someone who had a GED diploma. We are presently trying to get Mrs. P. into the nurse's aide program at St. Mary's Hospital. Although Mrs. P. is now working, she still desires a job in the nursing field. Mrs. J.F. has also obtained a job after getting her GED but we are trying to get her a more suitable job. C.B. has gotten a new position as apprentice foreman with True Temper Corporation and doing quite well with his training. Most of the ladies involved in this study do not have jobs because they are not seeking employment. At least five of these ladies came

to class and got their GED just for their own sense of accomplishment. S.B. has recently moved to Virginia where she is working. She sent us a letter to tell us about her job and family and to tell us "don't forget me when you send out the next newsletter." One of our members is an unwed mother who was unable to take the job we were trying to get for her because of the pregancy, but we plan to find out if she desires employment when we next contact her. Mr. R.B., an employee of Union Carbide, died of cancer in November of this year. We visited with him shortly before his death and have been in contact with the family since that time.

The questionnaire filled out at the beginning of this survey revealed some pertinent information about this group of four males and eleven females. Most of these people reached at least ninth grade level in school. They are stable people who have always lived in West Virginia and rarely change their address in respect to the area in which they live. It is also notable of this group that 74% own their own home; 66% work in industry; while 5% are housewives. It is worth mentioning that 100% said that ABE has increased their confidence and value of education, that their progress was worth their effort, and that they will encourage others to join ABE.

In closing this report, I want to emphasize the wonderful response and cooperation that I have had from all of my participants. I believe that I have good rapport with each of these people as they are very eager to talk with me about problems and report to me any changes in job or family. Some of them have made good friends within the group and I feel that they are my personal friends as well as students.

Appendix 6 (Continued)

ABE Annual Report

Group III

At the beginning of Adult Basic Education for the 15 students in the Lincoln County group, there were 5 students employed at full-time employment and the other 10 were unemployed. Some of these students were never employed, didn't want any employment, or they had never considered being employed. Those students in the group that already had employment are: D.B., M.R., C.S., J.C., and O.P. While attending Adult Basic Education classes of after they had completed and passed the GED test an additional 5 students found employment, they are: M.D., A.B., J.B., B.J., and Z.D. There still remains 5 of the students that are unemployed. I feel that Adult Basic Education classes have had a tremendous influence on these students. Most of them found their jobs while attending classes. They knew when to apply for the job because the students that were employed helped them, and advised when was the best time to go to the place of employment. One of the students, M.R., who was employed at the beginning found a better job, due to her training in the class. One of the students that is unemployed is going to American Beauty School in Huntington, West Virginia.

As to involvement in their community, I find that these students are more conscious of the community in which they live. One of my students before she came to Adult Basic Education classes would have nothing to do with community affairs and was withdrawn from most people that lived around her. After attending classes she has more confidence in herself and thus becomes an active member of the community.

I have made case studies of eight of the children of different participants. I have found that through the study of these children that Adult Basic Education affects their lives as much and maybe more than the parent. Through the records of the schools and by personal observation, by teacher's testimony, statements made by the various principals of the schools, and discussion with the students and their parents, I have come to the conclusion that the children in seven out of eight of the case studies have shown improvement in school. Six of the children show improvement in their grades; five of them show improvement in attendance. All but one have a positive attitude toward the Adult Basic Education classes that are being held in their areas. Not only was there improvement in their grades and attendance, but the students showed improvement in all aspects of functioning in their schools.

My recommendations are on the results of the fifteen students that I have been following and also results of my Adult Basic Education classes that I have taught for the last four years. I have found that interest must be aroused in the student the first time he comes to class. The first two weeks are the most dangerous point for losing a new student. We need more accurate placement devices, so that they may be given to the student during the first week of attending classes. A new student needs to have confidence in himself and only the teacher can help provide this very important issue. The teacher needs to be a person who can easily talk to and understand the situation that the student is in. If the teacher does not feel for these enrollees, the people are able to detect that you are not sincere. I would suggest that the teacher be chosen on the basis of understanding of the undereducated person.

I would suggest that each new Adult class have a follow-up of their students to some degree. Not all the LRFUS involvement that would run into too much expense, but I think that at a minimum amount of reports and an individual file for each of these students can be kept in contact. In the different areas of Lincoln County that I have taught Adult Basic Education classes I have kept pretty close contact with most of the students that I have had in my classes. I receive from time to time cards from the students on special events in their families such as weddings, graduations, new arrivals, and many other events.

We have in Lincoln County kept in contact with each other be getting together for various social gatherings such as cook-outs which involves our 15 follow-up students, but also once a year we have a Christmas party in which all students that are attending and former students and their families are invited. We also have events such as an ice cream social last August in which 35 people attended. I would suggest that the student be given a chance to do these things together and they will make most of the arrangements and help bear most of the expense. The students in Lincoln are more than willing to help me with any activity that I have asked them to help with and they are always looking forward to another activity that involves their classmates.

Appendix 6 (Continued)

ABE Annual Report

Group IV

1. Improvement in ABE

Through correspondence with my twenty-two students in the follow-up survey, I have learned what they felt was the most advantageous in the ABE program. As might be expected, most say they did not realize how much their schooling meant until school was over and they had secured employment. Topping the list other than "a general improvement in an all-round education", were films, speakers, and the companionship of others who were in the same educational and career difficulties as they.

Participating in ABE has also encouraged these men to further their education even more. One has written for his GED scores and shown an interest in entering college and another student that lives in Huntington is attending the new Adult Learning Center.

One aspect of significance that I detected while teaching this particular class was that students achieve more and have more incentive to work when goals have been set either by themselves or the teacher.

2. Outreach

Since our class ended a year ago, I have arranged for three students to have job interviews and have written one letter of recommendation. Since these students were in diesel mechanics instruction, they more readily turned to those teachers for letters of recommendation. In each of my newsletters, I encourage the students to call on me for any help they need.

3. Progress

With my students scattered over several states, further testing at this time seems an impossibility. One method of gauging achievement has been to record salary increases and promotions in jobs.

4. Materials

Over the past year, quite a few brochures have been included with the quarterly newsletters. Thus far, these have been:

a. a leaflet on the new adult learning center located in Huntington

b. ABE leaflets, giving locations of ABE classes and other information; these were to be passed out to friends or relatives that might be interested in completing their education

c. another mimeographed leaflet concerning the value of improving one's educational level

d. a word list to be used for personal testing

5. Follow-up

Listed below are my opinions of good and bad techniques used in our study thus far:

a. questionnaires that are too lengthy and repetitious are not as acceptable as ones that are shorter and easier to answer.

b. I have found that the students with the lowest record of accomplishment since graduation are the least cooperative in replying to our correspondence.

c. Newsletters are interesting! The students seem to enjoy hearing about each other and they are encouraged to keep us informed about themselves.

6. Counseling

Students are referred to the learning center for professional and educational counseling.

7. Spread or spin-off

Our long-range follow-up survey has been and I'm sure will continue to be a good source of information for adult education teachers throughout the state. Data has been passed along through several channels (newsletters, our county supervisor, etc.) so that other instructors might profit by the knowledge that we have gained through this project.

Appendix 6 (Continued)

Friends Help Member in Need

One of ABE's former students and a member of the AABEDC LRFUS, CCF of Branchland, died Wednesday, March 25, 1970, in St. Mary's Hospital. C. was only 46 years old. Funeral services were conducted at the Branchland Baptist Church. He was a veteran of World War II and the Korean Conflict. Survivors include the widow, Mrs. Z.Q.F.; three daughters, C.M., G.L., and C.S.F. at home; three sons, O.J., F.R., and D.L.F. also at home. C. had one brother and three sisters.

While in St. Mary's, C. was in desperate need of blood. R.M., special project LRFUS director, called to ask some of the teachers of ABE and LRFUS teacher-counselors to contribute blood for C. Fourteen pints were collected. This was given by Mr. M., E.S., J.P., former ABE classmates and friends. All reported to the hospital to make their donations of blood. This, we feel, speaks well for the cooperation and help of his former ABE classmates, teachers, and friends.

## APPENDIX 7

### INCOME REPORT

Group I

| Name | Payments Before ABE (Welfare, Medical, and Food Stamps) | Yearly Income After ABE | Net Gain Per Year |
|---|---|---|---|
| H.A. | $ 4,740 | $ 4,800 | $ 9,540 |
| C.B. | 4,740 | 4,200 | 8,940 |
| B.C. | 4,740 | 4,800 | 9,540 |
| H.C. | 5,040 | 2,400welfare | 2,640 |
| B.D. | 5,040 | 3,000 | 8,040 |
| R.D. | 5,040 | 6,600 | 11,640 |
| B.D. | 4,740 | 4,500 | 9,240 |
| G.H. | 4,740 | 4,500 | 9,240 |
| D.H. | 5,040 | 3,600 | 8,640 |
| C.H. | 5,040 | 6,000 | 11,040 |
| J.H. | 4,740 | 6,000 | 10,740 |
| E.H. | 4,980 | 2,400welfare | 2,580 |
| W.H. | 4,980 | 4,200 | 9,180 |
| J.J. | 4,980 | 6,000 | 10,980 |
| C.J. | 4,740 | 8,400 | 13,140 |
| J.L. | 4,980 | 4,800 | 9,780 |
| D.L. | 4,980 | 3,600 | 8,580 |
| E.L. | 5,040 | 4,800 | 9,840 |
| J.M. | 5,040 | 2,400welfare | 2,640 |
| A.M. | 4,740 | 6,000 | 10,740 |
| T.M. | 5,040 | 4,800 | 9,840 |
| V.M. | 4,740 | 4,200 | 8,940 |
| A.N. | 5,040 | 6,000 | 11,040 |
| E.P. | 4,980 | 4,800 | 9,780 |
| B.S. | (5,040)* | Moved | - |
| W.T. | 4,740 | 4,200 | 8,940 |
| W.T. | 4,740 | 4,200 | 8,940 |
| B.W. | 4,980 | 4,800 | 9,780 |
| | $137,400 | $126,000 | $243,960 |

Appendix 7 (Continued)

Income Report

Group II

| Name | Yearly Income Before ABE | Yearly Income After ABE | Net Gain Per Year |
|---|---|---|---|
| M.A. | Housewife | Housewife | |
| C.B. | $ 4,800 | $ 7,800 | $ 3,000 |
| S.B. | 1,380 | 2,880 | 1,500 |
| K.B. | Housewife | Housewife | |
| P.C. | 8,400 | 8,400 | |
| J.F. | 1,152 | 4,800 | 3,648 |
| W.G. | 6,000 | 6,600 | |
| D.G. | 8,400 | 9,600 | 1,200 |
| R.H. | 2,400 | 2,700 | 300 |
| R.K. | | 5,040 | 5,040 |
| S.L. | Housewife | Housewife | |
| D.M. | | | |
| C.P. | | 3,900 | 3,900 |
| E.P. | Housewife | Housewife | |
| R.B. (Deceased) | | | |
| | $32,532 | $51,120 | $18,588 |

Appendix 7 (Continued)

Income Report

Group III

| Name | Yearly Income Before ABE | Yearly Income After ABE | Net Gain Per Year |
|---|---|---|---|
| D.B. | $ 3,200 | $ 3,200 | $ |
| V.B. | Not Employed | 3,100 | 3,100 |
| A.B. | Not Employed | 3,400 | 3,400 |
| J.C. | 3,600 | 3,600 | |
| M.D. | Not Employed | Not Employed | |
| M.D. | Not Employed | 3,200 | 3,200 |
| Z.D. | 3,400 | 3,400 | |
| I.H. | Not Employed | 3,600 | 3,600 |
| B.J. | Not Employed | 1,800 | 1,800 |
| H.K. | Not Employed | Not Employed | |
| O.P. | Not Employed | Not Employed | |
| M.R. | 3,600 | 4,800 | 1,200 |
| C.S. | 4,800 | 4,800 | |
| O.S. | Not Employed | Not Employed | |
| P.Y. | Not Employed | Not Employed | |
| | $18,600 | $34,900 | $16,300 |

Appendix 7 (Continued)

Income Report

Group IV

| Name | Payments Before ABE (Welfare, Medical, and Food Stamps) | Yearly Income After ABE | Net Gain Per Year |
|---|---|---|---|
| R.A. | $ 4,080 | $ 4,440 | $ 8,520 |
| P.B. | 2,400 | 4,200 | 6,600 |
| A.B. | 4,080 | 4,800 | 8,880 |
| N.C. | 4,080 | Welfare | - |
| P.C. | 3,960 | Welfare | - |
| H.F. | 4,080 | 4,800 | 8,880 |
| A.H. | 4,080 | 5,400 | 9,480 |
| H.H. | 3,540 | 7,200 | 10,740 |
| J.H. | 3,540 | 5,400 | 8,940 |
| W.H. | 3,540 | 5,400 | 8,940 |
| C.L. | 3,540 | 4,200 | 7,740 |
| T.L. | 3,540 | 4,500 | 8,040 |
| B.M. | 2,400 | 4,800 | 7,200 |
| W.M. | 5,400 | 4,800 | 10,200 |
| K.M. | 2,400 | 4,800 | 7,200 |
| A.N. | 5,640 | 7,800 | 13,440 |
| D.P. | 2,400 | 4,200 | 6,600 |
| J.R. | 2,400 | Service | - |
| R.R. | 5,640 | 5,400 | 11,040 |
| G.S. | 2,400 | Service | - |
| C.S. | 2,400 | 7,200 | 9,600 |
| | $ 75,540 | $ 89,340 | $152,040 |

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